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ABSTRACT

Since schools are community institutions that have the most extensive and sustained contact with children, they have potential to serve as community centers for providing comprehensive and integrated social services. Schools are initiating programs that deal with children's needs beyond the academic realm, schools are calling on agencies and organizations to assist in providing services, and interagency collaboration is bringing together educators and service providers to develop programs that address social problems. This report resulted from the efforts of a study group of two teachers, a principal, an assistant principal, and a school/community relations director who explored school/community social-service partnerships in West Virginia. Forty school/community social-service programs in West Virginia are profiled. In addition to program descriptions, this document offers recommendations for planning and funding school/community social-service programs. A list of national organizations and West Virginia resources provides further information on available children's services, technical assistance for school-linked services, and research on children's issues. Programs described in the document deal with a variety of issues, including academically at-risk students, after school needs, child abuse and neglect, counseling needs, dropout prevention, family support, health and basic needs, life skills, parenting skills, parent and adult education, preschool needs, self-esteem, substance abuse prevention and recovery, and teenage pregnancy and parenting. (NB)

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ED359447

Schools as Community Social-Service Centers: West Virginia Programs and Possibilities

A Joint Study by the

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Charleston, West Virginia 25311

and

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April 1993

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Washington, D. C.

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TABLE OF CONTENTS

Section	Page
Acknowledgments	v
Executive Summary	vii
Project Background and Methodology	1
Planning the Study	1
Conducting the Study	1
Rationale for School-Linked Health and Social Services	3
Guidelines and Recommendations for Establishing School/Community Social-Service Programs	9
Take Time to Plan	10
Get to Know Each Other	10
Establish a Strong Focus	11
Involve All Interested Parties	11
Communicate Often Internally	12
Publicize Program Progress	12
Explore Funding and Staffing Resources	12
Be Realistic—But Dream	13
Funding and Technical Assistance	15
No Cost, Community Resources	16
Local Business and Private Sector Resources	16
Foundation Grants	16
State and Federal Funds	17
Health and Social-Service Agency Federal Funding Resources	17
National Education Association (NEA)	18
West Virginia Resources	18

Descriptions of School/Community Social-Service Partnerships in West Virginia 19
Academic At Risk 20
After School Needs 21
Assault, Abuse, and Neglect 22
Counseling 22
Dropout Prevention 23
Family Support 24
Health and Basic Needs 25
Life Skills 26
Parenting Skills 27
Parent/Adult Education 29
Preschool 29
Self-Esteem 30
Substance-Abuse Prevention 31
Substance-Abuse Recovery 32
Teen Parenting/Pregnancy 32

Study Group Member Reflections and Recommendations 35
Problems 35
School and District Level Recommendations 36
Policy Level Recommendations 36

References, Readings, and Resources 39
References and Suggested Readings 39
National Organizations 42
West Virginia Publications and Databases (Annotated) 43
West Virginia Organizations 45

Appendix A: The School as a Community Center Survey

Appendix B: Phone Survey For Resources/Funds Available

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Leanna Boggs, Assistant Principal, Wood County

Mary Carden, Teacher, Boone County

Sue Davis, Director of School/Community Relations, Cabell County

Dan Hinkle, Principal, Lewis County (assisted by Libby Gladkosky, Teacher, Lewis County)

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Carolyn Luzader
Carla McClure
Marsha Pritt
Diana Wohl

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Executive Summary

Every day, children attend school bringing a myriad of problems with them into the classroom stemming from physical, emotional, and social needs that are not being met. It is no wonder that these children are at risk of school failure. Children who are hungry, abused, or unhappy are hardly able to meet the challenges of education. Even though services are available for children and their families, the nature of these services is often fragmented, crisis oriented, and bureaucratically overwhelming. Furthermore, families may not know where or how to find help.

Policymakers, service providers, educators, and community members are seeking more efficient ways to ensure that children grow up healthy and well-adjusted. An African proverb states that it takes a whole village to raise a child. Communities are realizing that all organizations, institutions, and agencies are responsible for seeing that children's needs are met. Social-service systems where overworked staff attempt to provide for children and families in piecemeal fashion, with each department dealing only with its area of expertise, are no longer workable.

Since schools are community institutions that have the most extensive and sustained contact with children, educators and social workers are realizing the potential of schools to serve as community centers for providing comprehensive and integrated social services. In response, schools are initiating programs that deal with children's needs far beyond the academic realm, and they are calling upon agencies and organizations to assist in providing services. Interagency collaboration brings together groups of educators and service providers, who, in most cases, have never worked together, to develop programs that address the complex and interrelated nature of social problems. Even though operational difficulties arise, the streamlining of efforts and comprehensive delivery of services usually result in a happy marriage of providers.

School/community social-service partnerships are an innovative concept, one for which there is no blueprint. Each partnership reflects its community's needs, values, and concerns, and therefore is different from all others. Still, there is much to be gained from examining various programs, both to become aware of progress in social-service delivery for children and families and to consider possibilities for collaborative programs in an individual community.

A WVEA-AEL study group of two teachers, a principal, an assistant principal, and a school/community relations director undertook the task of exploring school/community social-service partnerships in West Virginia and developing *Schools as Community Social-Service Centers: West Virginia Programs and Possibilities*. The document profiles 40 school/community social-service programs in West Virginia, using the results of a survey designed by the study group to elicit information of interest to readers who may wish to initiate similar programs or to expand ones currently operating at schools in their communities. The profiles, although by no means a comprehensive listing, are a fair indication of the range and types of school-linked programs serving West Virginia children and their families.

In addition to program descriptions, *Schools as Community Social-Service Centers* offers recommen-

dations for planning and funding school/community social-service programs synthesized from information in the surveys, available literature, and telephone interviews conducted by study group members. A list of national organizations and West Virginia resources provides further information on available children's services, technical assistance for school-linked services, and research on children's issues.

Schools as Community Social-Service Centers, the first document of its kind to explore the realities and possibilities regarding school-linked social-service programs in West Virginia, is an overview of information and programs. Each study group member contact resulted in a seemingly endless list of further possible contacts, too extensive in scope and timeline for this document. Yet, as a followup initiative to the development of *Schools as Community Social-Service Centers*, AEL has established a database of programs and school/community social-service partnership resources. Any reader wishing to provide or obtain information on programs or resources may contact the Classroom Instruction program at Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325, or by phone at 800/624-9120 (347-0400 in Charleston).

PROJECT BACKGROUND AND METHODOLOGY

The integration of social services into schools has increased in importance with West Virginia policymakers and educators within the last few years. Both the West Virginia Governor's Cabinet on Children and Families (state funded) and the West Virginia Task Force on Children, Youth, and Families (private-sector funded) have drawn public attention to the number of children at risk of school failure due to poverty, unstable home situations, or other needs. Both groups and others are interested in ways schools can become referral agencies or service providers for children and families. While both agencies focus on information provision and outreach, many districts need additional assistance in dealing with an increasing number of disadvantaged children whose performance in school suffers due to factors traditionally viewed as beyond the school's control.

Planning the Study

Recognizing the growing problems and the relatively few and isolated school responses to the needs of at-risk children and families within West Virginia, the West Virginia Education Association (WVEA) and the Appalachia Educational Laboratory (AEL) collaborated to establish a study group in March 1992 to identify and describe school-based programs that provide social services. WVEA President Kayetta Meadows nominated and contacted educators with interest in school/social-service agency collaboration to invite their membership in the study group. The two teachers, an elementary principal, an assistant principal, and a district public-relations staff member who comprised the study group determined at their initial meeting that a guide was needed to programs throughout the state that were school linked, provided assistance to K-12 students and their families, and routinely evaluated program effectiveness. Purposes agreed upon for the guide were to increase awareness of model programs around the state and to provide a foundation for schools to implement or improve their own programs.

Conducting the Study

Following meetings with directors of the Task Force and Governor's Cabinet and an extensive review of related literature, study group members developed "The School as a Community Center" survey (see Appendix A), that requested information on demographics of the school and population served, program goals and objectives, program history, activities, service providers, sources of funding, evaluation measures, accomplishments and obstacles, and recommendations for others beginning similar programs. WVEA printed and disseminated the survey and cover letters to each school in the state, directed to the attention of attendance officers, directors of special education, student support directors, and program coordinators (if known) for school/social-service partnerships. In addition, selected staff members of West Virginia's Regional Education Service Agencies (RESAs) and the West Virginia Department of Education, and local affiliate presidents of WVEA were asked to identify program contacts who were then mailed surveys. AEL staff conducted a second printing and mailing of surveys

and cover letters to all district superintendents in the state.

Study group members met to review the approximately 45 program descriptions received. Through emergent category analysis they identified 15 types of programs and determined that additional information was needed from sources of funding to produce a comprehensive guide. Using a structured telephone interview they developed (see Appendix B), study group members and AEL staff conducted interviews with more than 15 representatives of social-service agencies, state departments of education and health and human services, RESAs, business and industry, and others to gather further information on funds available to establish school/social-service agency collaboratives.

Individually, study group members then analyzed program description forms and supportive data obtained through phone interviews to create the recommendations, funding and technical assistance, and program description sections of *Schools as Community Social-Service Centers: West Virginia Programs and Possibilities*. AEL staff developed the executive summary; background and methodology; rationale for school-linked health and social services; and references, readings, and resources sections. A telephone conference call among study group members at the end of the project provided further recommendations and reflections on school-linked services compiled and included as a section in the document. AEL staff melded original drafts into a second draft which was mailed to study group members, the WVEA president, and AEL's funding agency, the Office of Educational Research and Improvement, for review. Expert content review was provided by Barbara Merrill, Early Childhood Specialist, Governor's Cabinet on Children and Families (WV). AEL staff then incorporated suggested changes, edited, and typeset the final document. AEL provided camera-ready masters of the document and an announcement flyer to WVEA and the AEL Resource Center which disseminate *Schools as Community Social-Service Centers* upon request.

WVEA, AEL, and study group members expect *Schools as Community Social-Service Centers* to serve as a guide primarily for educators planning or currently implementing school/social-service agency collaborative programs. The recommendations and resources discussed may assist in organizing programs. The program descriptions provide useful contact information but also recognize some of the pioneers in school/social-service agency collaboration in West Virginia. WVEA, AEL, and the authors recognize the limitations of the project given the difficulties of identifying all such programs in the state and the changes to described programs that are likely to occur over time. Furthermore, since many of the programs included have been in operation a year or less, evaluation data on program effectiveness is scant, at best. Readers are encouraged to contact program personnel directly for updates on a program's progress and effectiveness. In addition, to help maintain the "West Virginia Schools as Community Social-Service Centers Programs and Resources" database, directors of programs not described in the document are requested to contact AEL staff to link their programs and resources with newcomers to school/social-service agency collaboration.

By offering recommendations, funding sources, and a variety of models, the authors hope that readers will be aided in the design of a program appropriate for children, families, and communities. Moreover, *Schools as Community Social-Service Centers* should assist those interested in networking statewide and keeping apprised of developments in the implementation of the school/social-service collaboration concept on the program, community, and state level.

Rationale for School-Linked Health and Social Services

They seem so simple, the ingredients for producing a healthy child. It doesn't take a sage to know that if a child is provided a safe home, proper food and clothes, and basic health care; if a child is loved, nurtured, and offered emotional, social, and moral guidance in a strong family environment; if a child is encouraged to learn about the world and taught life skills—this child will have the greatest chance of growing into a strong adult, one who is able to develop to his or her potential as an individual and to contribute to the well-being of society. It should seem unnecessary to include as one of our National Education Goals:

> By the year 2000, all children in America will start school ready to learn.
>
> Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies and the number of low birth weight babies will be significantly reduced through enhanced prenatal health systems.
>
> Every parent in America will be a child's first teacher and devote time each day to helping his or her preschool child learn; parents will have access to the training and support they need.
>
> All disadvantaged or disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school. (U.S. Department of Education, 1991, p. 37)

Meeting children's basic needs should be a given in our society, but the reality for many children and their families falls far short of the ideal.

According to a fall 1989 report by the House Select Committee on Children, Youth, and Families, one-fifth of all children in this country live in poverty. Furthermore, a study by H. L. Hodgkinson (1992) found that in 1990, 13 percent of all children were regularly hungry; 2.5 percent were born to unmarried parents; 350,000 were born to drug-addicted mothers; and 19 percent had no health insurance. It is no wonder that 40 percent of the nation's children are at risk of school failure, according to the National Commission on Children (1991). These children, unable to attend school healthy, well-fed, and emotionally and socially well-adjusted, are likely over the years to be retained and may eventually drop out. In fact, in 1989, 25 percent of all eight-year-olds were at least a grade behind their peers (National Task Force on School Readiness, 1991).

Children with problems become troubled teenagers. The National Commission on Children (1991) reports that one in four adolescents in the United States today engages in high-risk behaviors that endanger his or her health and well-being and that of others. In addition, the following statistics from the National Commission on the Role of the School and the Community in Improving Adolescent Health (1987) are cited by T. W. Payzant in "New Beginnings in San Diego: Developing a Strategy for Interagency Collaboration" (1992):

- alcohol-related accidents are the leading cause of death among teenagers;
- the suicide rate for teens has doubled since 1986, making it the second leading cause of death among adolescents;
- teenage arrests are up 30-fold since 1950; and

- homicide is the leading cause of death among 15- to 19-year-old minority youths. (p. 140)

Most of these 7 million adolescents have multiple problems that jeopardize their futures; most have fallen behind in school and are high risk for dropping out (National Commission on Children, 1991). A study by the Center for the Study of Social Policy (1992) reports that in 1989, only 69.6 percent of ninth graders had graduated from high school after four years. Although many of these students return to high school and eventually graduate, the National Commission on Children (1991) estimates that there are 4 million young adults ages 16-24 in the United States who have not completed high school and are not enrolled in school.

The need for intervention in the lives of the nation's troubled children and youths is critical. James Comer, director of the School Development Program at Yale University's Child Study Center, explains that there was a time when at-risk children, as adults, would be absorbed into the economy through jobs that required little or no education. However, these jobs no longer exist on a grand scale. Comer (1992) concludes, "Since the 1950s, education has become the ticket of admission to living in our society" (p. 5). Clearly, efforts to prepare all children to function in a fast-paced, complex world and to become educated and skilled members of the workforce cannot afford to fail.

Yet, social-service programs have made little difference in the growing numbers of at-risk children. A. I. Melaville and M. J. Blank in *What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services* (1991) cite the following reasons for the inadequacy of the current system:

(1) Most services are crisis oriented. They are designed to address problems that have already occurred rather than to offer supports of various kinds to prevent difficulties from developing in the first place.

(2) The current welfare system divides the problems of children and families into rigid and distinct categories that fail to reflect their interrelated causes and solutions. Services designed to correspond to discrete problems are administered by numerous agencies and programs, each concentrating on a single solution to a specific problem rather than working together toward a common goal that addresses the range of situations contributing to a family's needs.

(3) The lack of communication among the myriad of public and private sector agencies further hampers the current system's ability to meet the needs of children and families. Agencies "operating like ships in the night" have little opportunity to draw on services available throughout the community that might complement their own. Children and families in such a system "bounce like pinballs in a pinball machine"—from problem to problem, from one agency to the next—with little cooperation or followup.

(4) The current social-welfare system falls short because of the inability of specialized agencies to easily craft comprehensive solutions to complex problems. Existing staff typically represent only a narrow slice of the professional talent and expertise needed to plan, finance, and implement multiple services characteristic of successful intervention.

(5) Social services are currently insufficiently funded to provide prevention, support, and treatment services adequate enough to make a lasting difference for young people who must overcome multiple problems and years of neglect. (pp. 6-8)

The minimal impact of crisis-oriented and fragmented social-service programs, staffed by overworked, overspecialized service providers, suggests the need for new models of prevention and early intervention. An often-quoted African proverb says it takes a whole village to raise a child. More and more, interagency and intracommunity collaboration is considered the hope for addressing the needs of at-risk children. Educators, health professionals, and social workers are realizing that families, schools, businesses, agencies, and organizations all share responsibility for the well-being of individuals in a community and therefore should work together to provide comprehensive and integrated services.

Also, rather than treating only one member of a family at a time of crisis, service providers should assist the whole family to prevent crises and provide ongoing support as needed.

Not only does an early intervention and community approach provide more efficient services as overlapping efforts diminish and crises are averted, but the long-term monetary savings are significant, also. Research cited from the Children's Defense Fund by the National Task Force on School Readiness (1991) indicates that every $1 spent on childhood immunizations saves $10 in later medical costs; every $1 spent on comprehensive prenatal care for women through Medicaid saves $3.38 in later health costs; every $1 spent on quality preschool education saves $4.75 in later special education, crime, welfare, and other costs; every $850 spent for one year of compensatory education saves $4,000 for the cost of a single repeated grade; and every $4,500 spent per family for family preservation services saves $10,000 for one year of foster care for one child.

Schools have become a focal point for discussions of integrated and comprehensive services because they maintain the longest sustained contact with children and their families. Logistically, schools are well-suited to help large numbers of children (Southwest Educational Development Laboratory [SEDL], 1992, p. 3). Families may not actively seek assistance, or even know where and how to find help, but teachers and school staff can easily identify children who are having problems. Because social and health problems affect school performance, school staff feel obligated to address these children's needs. Thomas Payzant (1992) explains, "The days are past when schools could concentrate simply on basic education and leave a child's social, physical, psychological and economic needs to others" (p. 140). Contributors to *At-Risk Youth in Crisis* (1991) point out that a major difference between public schools and agencies is that the schools must provide access to an education for **all** children, despite the nature and severity of their problems:

> It is illegal to develop eligibility criteria, to set conditions for entrance to school, or to develop waiting lists when enrollment begins to exceed the ability to provide appropriate services.... When the school is faced with a student situation that is beyond the scope and function of its educational purpose, the school has no choice but to respond. (p. 6)

In fact, schools do respond with programs ranging from counseling to free lunches. Yet a school, like any single institution, is unable to meet needs on a comprehensive scale. Furthermore, teachers often feel uncomfortable and unskilled in addressing severe social and health problems of their students. The dilemma is that schools cannot leave the responsibility of providing social services solely to other agencies, since schools have daily contact with children in need, nor can they meet all the complex needs of their at-risk children and families.

Collaboration may hold the key to meeting these needs. Rather than seeing schools as social-service providers, in addition to their numerous other roles, Melaville and Blank (1991) see schools as "critical points of access to outside services" (p. 9). James Comer also advocates the school as a center for social services:

> It's necessary to create an infrastructure for children, to bring people and places and organizations around them [together so] they will feel safe and secure and supported. The most important institution for children whose families are not able to provide the support they need is the school. (National Commission on Children, 1991, p. 210)

Schools should take an active role in spearheading collaborative social-service programs. Schools, agencies, and community organizations, each in themselves inadequate in providing comprehensive social services, can build on one another's strengths by working together. As one of the most central and trusted institutions in a community, schools have the potential to bring together turf-centered and fragmented social programs to help ensure our children's basic needs for shelter, safety, and nourishment (SEDL, 1992).

According to *The Future of Children* (1992), a school-linked approach to integrated services features:

- collaboration among schools and health and human service agencies;
- schools as central participants in the planning and governance of such collaborative efforts; and
- coordination and delivery of services at the school or a site near the school.

Carol Ascher (1990) adds that "the best school/human-service collaborative programs are locally defined and arise out of a community's own particular history, strengths, interests, and needs" (p. 2).

Ascher summarizes studies on the characteristics of successful school-based collaboratives for integrated services:

- They are generally comprehensive, either directly offering a wide array of services or providing an easy entry point to services, delivered flexibly and coherently.
- They move beyond crisis management and even early intervention to focus on prevention and development.
- They cross professional and bureaucratic boundaries to offer coherent services, often in nontraditional settings and at nontraditional hours.
- They provide staff with the time, training, and skills necessary to build relationships of trust and respect.
- They hire staff members from the local community who can act as facilitators.
- They involve both teachers and parents in the communication loop.
- They deal with the child as part of the family and the family as part of the neighborhood or community.
- They build in accountability, with creative and meaningful measures. (p. 2)

Strong agreement on the merits of comprehensive, integrated, school-linked services among psychologists, educators, and health and social-service providers has resulted in the implementation of many school-based social-service programs nationwide. Still, because the concept is so new, these programs primarily operate within the traditional structures of the educational and social-service institutions. Ascher observes, "Broad-based collaborations that reach into the core of schools and public human service systems have yet to occur" (p. 2). As a direction for the future, she projects,

> The roles of teachers, human service staff, and whole institutions must be redefined if the services these professionals provide are to become comprehensive and geared toward enhancing students' development, including their ultimate self-sufficiency. (p. 2)

Nevertheless, schools are to be commended for the strides they have made in offering integrated services through collaborative programs. In West Virginia, as the sampling of programs in this document attests, school/social-service partnerships abound. Communities have pulled together to provide comprehensive services, and children's and families' needs are being met in ways unparalleled by isolated school or social-service interventions.

An examination of the programs described in this publication reveals that they resist neat categorization. An after-school program may include dropout prevention, academic support, and self-esteem-building components, for example. Or, a family resource center may offer a preschool readiness program, along with parenting skills and adult education. The difficulty in categorization is to the program developers' credit, as they recognize the multidimensional nature of the problems at-risk students and families face, and the complex interrelationships of children, families, and communities, which must be strengthened as problems are addressed.

Furthermore, the West Virginia school/social-service collaborations exhibit innovation and creativity in mobilizing community resources. Involvement of agencies, businesses, churches, colleges, clubs, and parents in school programs provides manpower and funds. Additionally, the "whole village" concept becomes a reality, with each group

in the community acknowledging its responsibility in fostering mentally and physically healthy children.

Schools as Community Social-Service Centers: West Virginia Programs and Possibilities provides readers with a wealth of information to assist in developing school/social-service partnerships or in improving existing programs. With guidelines and recommendations for program implementation, resource information on funding and technical assistance, descriptions of partnerships throughout West Virginia, and a bibliography of organizations and suggested readings, this document can be a resource for schools wishing to initiate or expand their own school-linked social-service programs.

Ensuring basic needs for all children in a complex world is by no means a simple task. However, schools that accept the challenge of organizing community resources for this goal take a bold step toward providing accessible, comprehensive, economical, and high-quality services to meet the multiple needs of children and families.

Guidelines and Recommendations for Establishing School/Community Social-Service Programs

Developing school/community social-service programs involves a keen awareness of community needs, the ability to have high expectations while setting realistic goals, and a command of collaboration skills. Schools wishing to initiate community and interagency partnerships in many cases bring together groups of people who have never worked together before. Although partners will likely agree on a vision—namely, community-nurtured, emotionally and physically healthy children and families—each agency, organization, business, or volunteer will have his, her, or their own methods and perspectives on how to realize the vision. Many programs in early stages fall victim to disagreements and turf battles. To avoid pitfalls and problems that programs often encounter, readers may find useful the following guidelines and recommendations based on the experiences of pioneers in school/community social-service partnerships.

The National Committee for Citizens in Education (1991) offers the following suggestions for schools initiating collaborative social service programs:

- Leave a full year for the planning process.
- Parents, other citizens, children, school and social-service agency personnel as well as local and perhaps state policymakers should be involved in the program from the beginning, and should stay involved throughout.
- Identify, and pursue, all potential funding sources.
- Establish programs for cross-training, so that, for example, teachers understand the role of social workers and how human resources departments operate, and agency personnel understand how the school operates.
- Establish advisory committees including all segments of the community to determine both the needs of the community and how best to meet them in accordance with local values.
- When possible, hire a fulltime staff person(s) to coordinate the services, and seek the advice of outside experts if necessary.
- Incorporate some short-term goals along with long-term and complex strategies.
- Get the word out—and keep it there—to all parents; make use of the media. Make sure the program has a welcoming atmosphere in every way.
- Explore the advisability of forming a distinct legal entity to run the program. (p. 10)

All respondents to "The School as a Community Center" surveys listed perceptions of obstacles they faced when implementing their programs. They also offered recommendations for overcoming these obstacles and for effectively implementing their ideas. Following is a summary of their observations and suggestions, along with some recommendations from Melaville's and Blank's *What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services* (1991).

Take Time to Plan

The eagerness to implement a program or to offer a service sometimes unwisely leads program developers to shortcut the planning process. Adequate time should be devoted to brainstorming and planning a program. Survey respondents echoed the National Committee's recommendation to spend a full year on talking it through. Furthermore, by moving slowly, interested parties can learn more about each other, build trust, and grow toward a shared vision.

One strategy for saving time in planning is to examine programs already in existence or to use available materials. Project C.A.P.E. in Ohio County, for example, is modeled after the Parents and Children in Education (P.A.C.E.) program in Kentucky. Program developers may also utilize commercial resources, such as the parenting video series produced by Active Parenting, Inc. in Georgia, which served as the basis for workshops conducted by Marshall County's Active Parenting program.

Survey respondents say:

> "The hardest part of any new program is the first year. Patience, organization, and lots of hard work with commitment will be necessary." (Eagle's Nest)
>
> "Have your list of objectives and goals in order before you start." (Project S.A.I.L.)
>
> "Take time to contact resources and coordinate efforts for smooth interfacing of resources and information." (Project C.A.R.E.)
>
> "Build community support; establish easy communication with agency staff." (Ritchie County Family Resource Network)
>
> "Build a trusting relationship with families you work with." (Parents as Teachers)

Time constraints of volunteers may hinder program implementation and development. Since most participants help with these programs in addition to their regular employment, finding time to meet with organizing teams or later to facilitate the services is very difficult. Some of the survey respondents' suggestions include establishing a regular meeting time and place and requiring everyone to be present. Other respondents recommend an orientation of volunteers to define program goals and their vital roles in accomplishing them.

A survey respondent says:

> "An orientation for mentors (volunteers) is a must. This gives the opportunity to make the public aware of sincere efforts to address the needs of all students and the dire need of their assistance to accomplish such a monumental task." (Community Mentors)

Get to Know Each Other

The following comment summarizes the difficulties of school/social-service partnerships: "The major obstacles to collaboration facing social-service agencies are time, coordination of services, and organizational guidelines and financing that prohibit us from providing a wide range of services cooperatively." (Student Support Team)

The worlds of education and social-service agencies do not seem to fit together naturally. Although their missions are similar, the bureaucracies and funding guidelines are completely different. One concern is that each agency has its own agenda and objectives, and may not wholly understand or respect the needs and goals of other agencies. Some individuals in social-service agencies have little understanding of the dynamics of school organizations. The reverse can be said as well.

An awareness of each partner's services and functions can prevent unnecessary duplication in program delivery and enable partners to efficiently integrate their efforts. It is critical that both schools and collaborating agencies spend a great deal of effort in getting to know each other. Teaming and bonding strategies throughout the first year could help. Trusting relationships must be established.

Program developers may wish to implement their program on a small scale at first to experiment with new ideas, take some innovative risks, and discover avenues and strategies for successful collaboration. A pilot program may provide schools and agencies flexibility to test the waters and evalu-

ate effectiveness before a more extensive implementation. Evaluative data from a pilot program will provide background information specific to a school's, agency's, and community's strengths and needs during a collaborative effort. Program developers may use this information to plan a full implementation, avoiding many mistakes that result in frustration and wasted resources.

Survey respondents say:

> "Schools should find out what assistance the agencies can reasonably provide; agencies should become familiar with the school and gather observational data." (Student Assistance Program)

> "The greatest advice to another school would be to survey needs in their own agency first. Then look to other agencies for duplication of service. There needs to be a working agreement on services that will be cooperatively provided without overwhelming the clients." (Student Support Team)

> "Choose an agency that you can work with in a cooperative manner. Provide space and support for the social-service provider. Allow staff opportunity to get to know the type of service provided and encourage community, school, and administrative support." (Teen Learning Center Day Care Program)

Establish a Strong Focus

The clearest path to building a program is to identify the needs of the community first. The organizing group must "examine the values, problems, and concerns of its community or clients and then gear any projects to them" (Chapter I After School Program). Also, all agencies involved must be on the same wavelength from the very beginning. To achieve this level of agreement, collaborating agencies should spend as much time as possible narrowing that vision to realistic objectives. Then, to maintain enthusiasm, partners should revisit program purpose and goals periodically: "Keep your eye on the prize" (Melaville and Blank, 1991, p. 37).

Survey respondents say:

> "Any efforts must be generated and supported by the community that will be served by the program. This method has proved positive in our project because it has been a need-specific approach that adapts to student/parent needs." (Project C.A.R.E.)

> "Survey students and parents to determine needs; do a long-term study to determine ongoing problems." (Student Assistance Team)

Involve All Interested Parties

Involve all key players. Leave no interested party or group unrepresented. A group that represents educators and outside agencies must make sure that the special interests of each are addressed. Melaville and Blank (1991) advise, "Participants should include not only those with the power to negotiate change, but also representatives of the children and families whose lives will be affected by the results" (p. 37).

Survey respondents recommend that a committee of planners and volunteers include school staff, administrators, teachers, agency personnel, parents, students, and community representatives. Although bringing together individuals from diverse backgrounds often complicates the collaborative process, the resulting community awareness, ownership, and support outweigh the drawbacks. Project C.A.P.E., for example, has established an advisory council that holds regular meetings to iron out possible problems resulting from a large and diverse group working together.

Those interested in the program should be included from the beginning. These people will help expand the group to include other interested parties.

A survey respondent says:

"Meet with every available community group that might help." (Project S.A.I.L.)

Be Realistic—But Dream

The value of interagency collaboration has been richly supported by research, but partners need to choose a strategy that accurately reflects the priorities of all parties and available resources (Melaville & Blank, 1991, p. 37). Establish some short-term goals along with long-term and complex strategies. Even so, enthusiasm can build many bridges.

Survey respondents say:

"Keep an open mind with a **can do** attitude." (Y.W.C.A. After School Sitters)

"It is important to start small and do things well, building on successes." (H.E.L.P.)

"Define new areas of exploration beyond traditional program objectives, goals, and/or unnecessary restraints." (Project C.A.P.E.)

The following information, drawn from related literature, "The School as a Community Center" survey responses, and study group member-conducted telephone interviews, provides resources for funding and technical assistance in developing school/social-service partnerships.

No Cost, Community Resources

Community volunteers are valuable program resources. At least half of the survey respondents reported to have solicited assistance from college students, businesses, churches, community organizations, civic groups, parents, and students.

Many volunteers eagerly respond to the call to share responsibility in meeting the needs of their community's children, and appreciate the opportunity to contribute in a substantive manner. With this in mind, program developers should include assistance solicitation and publicity efforts in their planning. The more people who are made aware of a program through direct contact or media coverage, the greater the community response will be. Furthermore, a school should maintain good relations with the community, providing a warm, welcoming atmosphere where community members feel free to visit, offer suggestions, and participate in the education process.

Local Business and Private Sector Resources

Increasingly, businesses see themselves as stakeholders in a community's education processes and demonstrate a willingness to get involved. Many businesses have established partnerships with schools and contribute both staffing and funding for projects and activities.

Program developers may make initial contacts with local businesses by obtaining a listing from the phone book or chamber of commerce. Those solicitating assistance or funding may combine a personal or civic pride approach with the more formalized steps outlined by WVEA. Solicitors should emphasize a shared vision and mutual benefit to the school and business to result from their proposal. For listings of businesses that may be willing to become involved in and contribute to school programs, see West Virginia publications and databases in the references, readings and resources section for the West Virginia Education Fund's *Teachers' Link to Community Resources* and the West Virginia Task Force on Children, Youth and Families' *West Virginia Businesses and Children's Programs*.

Businesses may wish to become involved with schools in ongoing partnerships. The Partnerships in Education program of the West Virginia Education Fund links schools with businesses for cooperative, mutually beneficial relationships. Positive contact between schools and business partners gives educators and students a realistic view of the opportunities and expectations of the working world, and gives business people an understanding of the strengths and problems of the education system. Each Partnership has a steering committee consisting of individuals from both the school and business who meet on a regular basis to determine the needs of the school and ways of collaborating to advance student achievement.

Foundation Grants

Foundations awarding grant monies are another source of funding for school/social-service partnership programs, although foundation grants, due to their often one-shot nature, should not be considered a long-term solution to a program's financial viability.

The Kanawha County Public Library in Charleston has published the *West Virginia Foundation Directory*, which is available for reference use at the library. The directory has also been disseminated on a limited basis to county libraries throughout West Virginia, and is available for purchase from the Kanawha County Public Library (see references, readings, and resources—West Virginia publications and databases).

The Kanawha County Public Library is the only West Virginia member of the Foundation Center, a

Funding and Technical Assistance

Money and manpower are problems for most school/social-service programs, but all avenues of funding and assistance should be explored so that children's needs can be addressed. Many programs included in *Schools as Community Social-Service Centers: West Virginia Programs and Possibilities* demonstrate creativity and resourcefulness in obtaining funding and technical assistance.

The West Virginia Education Association (*West Virginia School Journal*, 1992) offers the following strategies for schools seeking to obtain funding:

(1) Locate library information on available funding sources. . . . The reference librarian can direct you to such publications as the *Federal Register, Commerce Business Daily, TAFT Foundation, The Corporate 500, Higher Education Directory, Annual Registry of Grant Support, Education Grant Alert, Catalog of Federal Domestic Assistance, The Foundation Directory, Directory of Grants in Humanities, The Corporate 1000, National Data Book, America's Newest Foundations,* and *National Guide to Funding for Elementary & Secondary Education.* The library may offer a computer search service. A database such as IRIS (Illinois Researcher Information System) can expand your list of potential supporters.

(2) Identify potential funding sources. Read the information in the available resources to determine if the goals of the potential sources are compatible with the goals of your organization and your proposed project.

(3) Follow proposal procedures within your organization. Every organization has different procedures for developing and submitting proposals. It is critical to identify and follow those guidelines and to obtain the approval and commitment of your organization.

(4) Write to potential supporters. Letters of support are generally required for funding. These may be requested from state departments of education, governors' offices, local businesses and industries, volunteer groups, or state agencies that will be affected by the proposal.

(5) Make the initial contact with the potential supporter. Initial contact with the potential supporter may be in the form of a letter, phone call, visit, or combination of the three. This allows both parties to determine if there is a need to pursue the proposal.

(6) Develop the proposal. Following the guidelines outlined by the funding source, type the proposal in a simple, succinct style that is neat, well-organized, and logical.

(7) Submit the proposal. Before mailing, obtain signatures of approval necessary for documentation. Submit the required number of copies to the funding source so that it meets deadlines established by the funder.

(8) Follow up on the status of the proposal. Approval timeframes vary within funding organizations. Allow sufficient time for the proposal to be considered; then follow up to determine the status of your proposal.

[Permission to reprint has been granted from the West Virginia Education Association, "Strategies for Obtaining Funding," October 1992, *The West Virginia School Journal*, 121 (2), p. 6.]

- **Title V of the Social Security Act Maternal and Child Health Block Grant** is a revenue source that consolidates seven programs for mothers and children. Funds generally flow through local health departments, but a collaborative could use the funds to implement integrated services.

- **Title IV-E of the Social Security Act** provides federal reimbursement for costs associated with out-of-home placement and foster care for children eligible for Aid to Families With Dependent Children (AFDC). In 1980, Title IV-E was ruled able to cover costs of some efforts to prevent out-of-home placement. Depending on each state's plans, states can fund summer camps, transportation, and day care for children in foster-care homes. Case management is also allowable.

- **The Family Support Act of 1988 (FSA)** has a JOBS component that provides education and training to several targeted groups of parents receiving AFDC to help them become self-supporting. School-linked services, such as adult education courses, child care, and case management could be reimbursed under JOBS.

- **Title XX Social Services Block Grant** is the major federal funding source for general social services. It supports an array of services for children and families as well as services to the elderly. Most services that a collaborative would want to offer in an integrated service initiative would be eligible for funding under Title XX.

- **The Child Care Development Block Grant,** begun in 1991, is the first large-scale, direct federal support for child care. The At-Risk Child Care Program offers similar services. Collaboratives can use these funds for child-care services for families at the prototype service delivery site.

- **The Alcohol, Drug Abuse, and Mental Health Block Grant** offers prevention, education, counseling, and treatment services. This program operates through designated state agencies, and it can provide a range of services desired in a prototype design. (pp. 84-85)

National Education Association (NEA)

Since the mid-1980s, the National Education Association has conducted ongoing efforts to improve America's schools. Through these programs, NEA has provided information, technical assistance, training, and funding to educators. Among these programs are those that address the needs of at-risk students.

The National Foundation for the Improvement of Education (NFIE), for example, aids teachers through grant programs, informational products, and project development assistance. In particular, the "Just Do It: Stay in School" grant program provides teachers with grants and technical assistance to design and implement programs to keep at-risk students in school. (See references, readings, and resources section for contact information.)

West Virginia Resources

See the references, readings, and resources section, which includes an annotated list of organizations in West Virginia providing funding, technical assistance, and information for school/social-service program planners and others concerned about children's needs in the region.

national nonprofit corporation which makes information on funding through foundations available. (This material is for reference use only.) Schools in the northern part of the state may go to the Hillman Library at the University of Pittsburgh, which is also a cooperating member of the Foundation Center. In addition, schools wishing to obtain foundation grant funding for projects may request use of materials and information in development offices of their local colleges and universities.

WVEA has developed a list of foundations willing to provide funding for at-risk programs in "At-risk Funding is A ailable!" (see references, readings, and resources section).

State and Federal Funds

The West Virginia Department of Education is an important resource for funding and technical assistance. The majority of eligible funding requests to individual departments, such as Elementary and Secondary School Improvement Amendment (ESSIA) Chapter 1, ESSIA Chapter 2, Drug Free Schools, Sex Equity Programs, Job Training Partnership Act (JTPA), Adult Basic Education, and Special Education, follow a similar process. For each request in which the source of funding is federal and the expenditure is considered a countywide or school district function, an applicant must submit a proposal to the superintendent of the school district. The superintendent then includes it in the district's proposal in response to the state department's request for proposals (RFP).

Funding is available through competitive grants, so a large pool of applications must be processed. Generally, these applications must be at the state department by January or February in order to be part of its report to the federal government during the spring. It is essential to check on requirements and deadlines. Program planners interested in applying for state or federal funds through competitive grants may contact their district's central office personnel or state department staff directly (West Virginia Department of Education, Building 6, Room 230, 1900 Kanawha Boulevard, East, Charleston, WV 25305-0330).

Funds may also be obtained through the Governor's Drug Free Communities program. Although 70% of the funds for this program are awarded to schools through the West Virginia Department of Education, 30% are awarded to community-based programs designed for drug and alcohol-abuse education, prevention, early intervention, and rehabilitation. (See references, readings, and resources section for contact information.)

In addition, the Governor's Cabinet on Children and Families awards grants from the Children's Trust Fund to be used for prevention, research, and public awareness of child abuse and neglect. (See the references, readings, and resources section for contact information.)

Health and Social-Service Agency Federal Funding Resources

Schools wishing to establish school/social-service partnerships should explore federal funding resources with their collaborating health and social-service agencies. The following list from *Together We Can: A Guide for Crafting a Profamily System of Education and Human Services* (1993) includes funding programs appropriate for certain types of school-linked services. To obtain more information on these programs, schools should contact health and social-service agencies in their region.

- **Medicaid, Title XIX of the Social Security Act,** is a federal entitlement program administered by states to provide health care to the poor. States have much leeway in determining eligibility and choosing optional benefits. Case management, for example, is an optional benefit appropriate for school-linked initiatives.
- **Early Periodic, Screening, Diagnosis, and Treatment Service (EPSDT)** funds programs that provide outreach and case management services and may target high-risk children under 21 years of age. Free screenings, immunizations, and treatment of common childhood conditions can be provided at a school site and reimbursed through EPSDT.

Academic At Risk

The most tangible outcome of programs addressing students at risk of school failure is improved school performance. Yet these programs must consider the needs of the whole child rather than focus only on academic skills. The programs listed in this section address basic needs, self-esteem, socialization, family support, and substance-abuse prevention as well as educational performance, for children will not succeed in school unless they are healthy, physically and emotionally.

All survey respondents mentioned increased self-esteem in the children involved in programs primarily addressing academics. This outcome substantiates the axiom that success breeds success—that is, when a child is assisted and progresses in one area of difficulty, such as academics, increased self-esteem, motivation, and self-discipline and decreased substance abuse are natural outcomes. Conversely, if a program primarily addresses a child's self-esteem, or any other problem, academic improvement may be a likely outcome as well.

Academic Assistance Program

District: Gilmer County
School: Gilmer County High School
School grades served: 7-12
Collaborating support services: Glenville State College, West Virginia University
Activities: Students are provided assistance in developing reading and learning strategies, and in building self-esteem and motivation in a daily lesson format.
Funding sources: Rural Transition grant
Contact: Sharon Anderson, At-Risk Coordinator
Gilmer County High School
300 Pine Street
Glenville, WV 26351
(304/462-5604 or 304/462-7960)

Bonnor Scholars

District: Lewis County
School: Shadybrook Primary Center
School grades served: K-5
Collaborating support services: West Virginia Wesleyan College
Activities: College students serve as mentors to at-risk children, meeting once a week with mentees and families. Mentors keep a journal of activities and receive support from West Virginia Wesleyan and Lewis County Schools staff.
Funding sources: Bonnors Scholars Foundation, West Virginia Serve America Foundation, West Virginia Wesleyan College
Contact: Larry McNeely, Substance-Abuse Prevention Coordinator, Lewis County High School
358 Court Avenue
Weston, WV 26452
(304/269-8300)

Community Association Reinforcing Education (C.A.R.E.)

District: Barbour County
School: Philippi Elementary and Philippi Middle Schools
School grades served: K-8
Collaborating support services: Alderson-Broaddus College Department of Education, Heart and Hand Ministries
Activities: Individual tutoring services in basic skills are provided on a biweekly schedule: the first session includes one-on-one tutoring, and the second session includes computer-assisted tutoring. College, high school, and middle school students work with the younger children. Also, parents are requested to be actively involved and are trained to work with their children. Adult computer training is provided in night sessions.
Funding sources: Benedum Foundation, Barbour County Board of Education, Alderson-Broaddus College, Heart and Hand Ministries, Cornerstone Building, local civic groups, businesses, private donations, registration fees
Contact: Charles D. Scheick, Principal
Philippi Elementary School
Route 3, Box 38
Philippi, WV 26416
(304/457-4229)

Dana Stemple, Principal
Philippi Middle School
Route 3, Box 40
Philippi, WV 26416
(304/457-2999)

Community Mentors

District: Cabell County
School: Spring Hill Elementary School
School grade served: 3
Collaborating support services: Time Out Youth Services, U.S. Army Corps of Engineers, *Herald Dispatch*, WSAZ Television, Tri-State Opportunities Industrialization Center, Marshall University, local

Descriptions of School/Community Social-Service Partnerships in West Virginia

The West Virginia Education Association has set a goal to assist state educators and education stakeholders in reducing by 10 percent the population of at-risk children by 1995. This goal is clearly being addressed by the number of programs with emphasis on the at-risk child.

There are three basic categories of risk (Deppe, 1986; Tjossem, 1976): established (identified), biological (health or medical), and environmental. School/social-service programs use a number of approaches to meet the needs of at-risk children in each category. The approaches range in design from one-on-one tutoring to group education, counseling, peer interaction, workshops, resource centers, positive role modeling, vocational skills development, etc. Many programs are designed to serve specific populations. For example, early intervention may focus on birth through preschool age children, prevention may initiate training programs for parents, and direct services may be provided for children identified as at-risk. All of the programs promote community involvement, using an individual community's concerns, trends, and strengths to define and meet its particular needs.

West Virginia has demonstrated the need for the whole-family approach. Program developers realize that a child is an integral part of a family network, and a family's health and well-being directly influence that of the child. Therefore, family support, involvement, and education are clear priorities in the programs included in this section, and communication among child, family, and school is encouraged in all programs.

The at-risk child often needs a broad range of services from the school, health and social-service agencies, and community groups. Although this section of *Schools as Community Social-Service Centers* is not a comprehensive list, the following descriptions of specific school/social-service programs in West Virginia indicate the growing number and wide range of programs schools have initiated to meet children's needs. Data from the responses to "The School as a Community Center" survey (see Appendix A) provide details on the students served, activities conducted, agencies and organizations involved, and funding for each program. Also included are contact names for those needing further information or wishing to network with program coordinators. Readers may use the information in this section for ideas on developing new programs or expanding existing programs at their schools.

The programs have been categorized according to their primary purpose, although many are cross-listed with programs addressing other needs. As mentioned in the rationale section, the fact that many programs do not fit neatly into just one category attests to the complex and overlapping nature of the needs of at-risk students and to the comprehensive and integrated efforts of school/community-social service partnerships to meet these needs.

Y.W.C.A. After-School Sitters

District: Wood County
School: Blennerhasset Elementary
School grades served: K-6
Collaborating support services: Young Women's Christian Association, Parkersburg
Activities: The program provides supervision, snacks, and homework assistance for students.
Funding sources: United Way, fees from parents
Contact: Irene Shinn, Director of Child Care Services
Y.W.C.A.
Parkersburg, WV 26101
(304/422-5465)

Assault, Abuse, and Neglect

Programs addressing child assault, abuse, and neglect seek to create public awareness of this issue, to prevent the occurrence of harmful acts to children, and to protect victims. The Children's Trust Fund, an initiative of the Governor's Cabinet on Children and Families, funds child abuse and neglect projects throughout West Virginia. The grants support a range of prevention and intervention projects, including public awareness presentations, women's resource centers, sexual abuse education programs, teen parenting support, refuge centers, and parenting skills programs. For further information, contact Cheri Montgomery, Public Awareness Director, Governor's Cabinet on Children and Families (see references, readings, and resources section).

Child Assault Prevention Project and Child Protection Team

District: Cabell, Mason, and Wayne Counties
School grades served: K-12
Collaborating support services: Cabell County Child Protection Team
Activities: The program offers workshops to raise public awareness about child abuse and to empower children to deal with potentially abusive situations. Workshops are provided to 2,000 elementary school children at 10 schools. Training is provided for parents and teachers in participating schools.
Funding sources: West Virginia Children's Trust Fund, in-kind contributions of volunteer leaders, fundraising events
Contact: Laurie McKeown, Coordinator
Child Assault Prevention Project
P.O. Box 1653
Huntington, WV 25717
(304/523-9587)

For other programs addressing child assault, abuse, and neglect, see the following category: Teen Parenting/Pregnancy.

Counseling

At-risk students face home, health, and school problems that affect their behavior and school performance. Although many school/social-service programs address specific problems in a group setting, at-risk students often need someone to acknowledge their problems on a personal level and provide counseling services.

The following programs offer methods for school personnel and/or parents to refer troubled students to agencies and counselors to assist them in dealing with their problems. Counseling programs also create awareness of issues affecting at-risk students throughout the school by conducting workshops for teachers, students, and peer counselors.

Student Assistance Program

District: Lewis County
School: Robert L. Bland Middle School
School grades served: 6-8
Collaborating support services: Summit Center for Human Development
Activities: The program includes identification of at-risk students, school intervention, Summit Center intervention, and Summit Center family counseling.
Funding sources: Drug Free Schools grant
Contact: Gennette Casto, Counselor
Robert L. Bland Middle School
250 Court Avenue
Weston, WV 26452
(304/269-8325)

businesses and churches
Activities: Mentors, selected as "people of character," are trained and then matched with students. Each mentor visits the school weekly to serve as a role model and to interact positively with his or her student.
Funding sources: None needed
Contact: Marion Ward, Assistant Principal
Spring Hill Elementary
1901 Hall Avenue
Huntington, WV 25701
(304/528-5175)

Lewis County High-Risk Summer School Program (Summer Enhancement)

District: Lewis County
School: Robert L. Bland Middle School
School grades served: 6-8
Collaborating support services: Lewis County Board of Education, community businesses
Activities: Students are provided 2-2 1/2 hours of academics daily, drug-free discussions and speakers, fun activities stressing no drug usage, free breakfast and lunch, parent and child activities, and counseling on career and future plans.
Funding sources: Drug Free Schools grant, community donations, and Sponsor a Child program
Contact: Marcella Linger, Principal
Robert L. Bland Middle School
250 Court Avenue
Weston, WV 26452
(304/269-8325)

Project Teaching Esteem & Academics with Caring Hands (T.E.A.C.H.)

District: Hampshire County
School grades served: K-12
Collaborating support services: community volunteers
Activities: Volunteers work on a one-to-one basis with students weekly, to help with school work, do arts and crafts, play games, and act as nonjudgmental, positive role models for kids.
Funding sources: Elementary and Secondary Schools Improvement Amendment (ESSIA)—Chapter 2
Contact: Rebecca Moore, County Coordinator
Hampshire County Schools
46 South High Street
Romney, WV 26704
(304/822-3528)

For further programs dealing with academically at-risk students, see programs in the following categories: Counseling (Student Assistance Program); Preschool (Birth-Start, Pre-Kindergarten Summer Program); Self-Esteem (Eagle's Nest, Project S.A.I.L.)

After School Needs

The following programs are meeting the needs for a safe, supervised area for students to stay after school. These programs provide much needed help with homework, as well as healthy snacks and recreational activities for those participating. Another important aspect is that of enhancing the curriculum through providing materials and assistance to help students complete school projects and homework.

One of the programs described uses high school students as tutors. The program provides an important service to the younger children and possibly curbs the dropout rates of both groups of students.

Most of the respondents reported that these programs are ensuring success in the classroom by providing support, guidance, and tutoring for the students.

Extended Day Adventures

District: Hardy County
School: East Hardy Early /Middle Childhood School
School grades served: K-6
Collaborating Support Services: Family Issues Task Force
Activities: The program arranges tutoring by high school students, provides adult supervision of children, and conducts self-esteem activities.
Funding sources: WV Department of Education Vocational Education grant and WV Department of Health and Human Resources, Community Service Learning Institute, Hardy County Board of Education, fees from parents
Contact: Cynthia Walters, Attendance Director
Hardy County Schools
510 Ashby Street
Moorefield, WV 26801
(304/538-2348)

Student Assistance Team

District: Marion County
School: North Marion High School
School grades served: 9-12
Collaborating support services: Marion County Department of Human Services, Valley Comprehensive Community Mental Health Center, hospice
Activities: Needs of individual students are addressed through the following responses: progress reports, tutoring, counselor referral, Husky Pals, Adopt-A-Kid program, evaluation, parental contact, referral to outside agencies, faculty consultation, placement adjustment, student followup, dropout prevention, a mentoring program, crisis intervention, crisis response, and staff development. School personnel provide initial response; outside agencies provide services after referrals.
Funding sources: Drug Free Schools grant
Contact: Mary Kuretza, Team Chair
North Marion High School
Route 1, P.O. Box 100
Farmington, WV 26571
(304/986-3064)

Student Assistant Program

District: Marshall County
School: John Marshall High School
School grades served: 10-12
Collaborating support services: Northwood Health Systems, Fox Run Hospital, Regional Education Service Agency (RESA) VI
Activities: Students are referred for academic, emotional, health, transitional, or substance-abuse problems, and matched with local providers. Students sign contracts and keep journals.
Funding sources: Drug Free Schools grant
Contact: Jack Lee, SAP Core Team Member
John Marshall High School
1300 Wheeling Avenue
Glen Dale, WV 26038
(304/843-4444, ext. 162)

For more programs on counseling, see the following categories: Academic At-Risk (Lewis County High-Risk Summer School Program); Dropout Prevention (S.U.C.C.E.E.D.); Substance Abuse Recovery (Bridges Learning Center); Teen Parenting (Teen Learning Center)

Dropout Prevention

Programs that address dropout prevention provide ideas on identification of at-risk students and involve a variety of intervention techniques, such as self-esteem building, academic support, and decisionmaking and conflict resolution training. On a broad scale, the Student Support Team model is a countywide approach that supports at-risk students academically, socially, and emotionally. On a smaller scale, the Know Essential Employment Preparation Skills (K.E.E.P.S.) program works on academics and self-esteem with small groups of at-risk students, and Students Understanding their Capability of Continuing their Education to Earn a Diploma (S.U.C.C.E.E.D.) trains high school students to serve as peer helpers for at-risk students.

Program coordinators report that most of the students participating in dropout prevention programs remain in school, feel good about themselves, attend more regularly, and discontinue substance abuse. In addition, parents of participating students appear to be more involved with encouraging their children to stay in school.

Know Essential Employment Preparation Skills (K.E.E.P.S.)

District: Lewis County
School: Lewis County High School
School grades served: 9-12
Collaborating support services: Summit Center for Human Development, Lewis County Department of Human Services, Lewis County Health Department
Activities: Academic skills are addressed in small-group instruction, and self-concept development exercises are conducted for students at risk of dropping out.
Funding sources: Job Training Partnership Act (JTPA)
Contact: Larry McNeely, Substance-Abuse Prevention Coordinator
Lewis County High School
358 Court Avenue
Weston, WV 26452
(304/269-8300)

Student Support Team

District: Cabell County
School grades served: K-12
Collaborating support services: Cabell County Department of Human Services, juvenile probation officers, Prestera Center for Mental Health Services
Activities: The program promotes the total-support team concept, providing a systematic, consistent, and countywide approach for at-risk students. Services offered are home intervention, student advocacy, and interagency collaboration. Programs include identification and remediation for at-risk students, self-esteem building, contact with parents, career awareness, mini teen institutes, peer counseling, teen pregnancy support, assistance with alternative education options, and coordination of community resources.
Funding sources: ESSIA—Chapter 2, county board of education, special education
Contact: Bennie Thomas, Director of Student Support
Cabell County Schools
1448 Tenth Avenue
Huntington, WV 25701
(304/528-5206)

Students Understanding their Capability of Continuing their Education to Earn a Diploma (S.U.C.C.E.E.D.)

District: Upshur County
School grades served: K-12
Collaborating support services: RESA Task Force for At-Risk Children Advisory Council, WV Department of Health & Human Resources, Appalachian Mental Health Center, juvenile probation officers, Upshur County Health Department
Activities: Students referred for being at risk participate in group and individual counseling, and high school students train to become peer helpers. A high school class is offered which meets one period each day to serve at-risk students, and parent training is provided for parents referred by community agencies.
Funding sources: ESSIA—Chapter 2
Contact: Jean Bulla, At-risk Interventions
Upshur County Schools
102 Smithfield Street
Buckhannon, WV 26201
(304/472-5480)

For more programs addressing dropout prevention, see the following categories: Academic At Risk (Student Support Team); Counseling (Student Assistance Team); Self-Esteem (Project S.A.I.L.); Teen Parenting (Teen Learning Center Day Care Program, Teen Parenting)

Family Support

These programs assist families in meeting the challenges of everyday living. Often troubled families are unable to provide for their children's basic needs and do not know where assistance is available. Some school-based family support programs help families connect with community resources. Many families are unable to cope with the demands of parenting. School programs, such as the Confident Parenting program, help parents to enjoy their child and to influence positively their child's ability to communicate, feel comfortable in a social environment, and learn. Family support programs also enable schools to reach out to parents before crises occur and to foster comfortable relations among school staff, teachers, children, and parents.

Family Resource Networks, an initiative of the Governor's Cabinet on Children and Families, promote family health and well-being through collaborative efforts of families, schools, businesses, agencies, churches, and organizations in a community. These programs are community developed, community based, and consumer driven, recalling the old-fashioned system where families in need were provided assistance, support, and understanding by neighbors. The underlying philosophy for the Family Resource Networks is that a community is its own best resource.

Currently, five communities, representing 24 percent of the state's population, have been selected for initial funding: Children and Families Foundation of Monroe County; The Family Connection (Mercer County); Ohio County Family Resource Network; Regional Family Resource Network of Boone, Clay, Kanawha and Putnam Counties; and Ritchie County Family Resource Network. Communities interested in learning more about the Family Resource Network concept or application procedures should contact the Governor's Cabinet on Children and Families to obtain *The West Virginia Family Resource Networks Resource Guide for Plan-*

ning (see references, readings, and resources section).

All programs included in this section foster collaboration among school, parents, and community to create ways to prevent problems or intervene early in family problems. Success is noted as program participants recommend these services to other families and encourage expansion of these programs to meet the needs of others in the community.

Home Education Learning Partnership (H.E.L.P.)

District: Wetzel County Schools
School grades served: K-8
Collaborating support services: Wetzel County Coalition for Youth, community volunteers
Activities: The program provides training in parenting skills, mother/daughter seminars, Read Aloud West Virginia, parent-volunteer programs at the schools, and I Am Special (a program for students in grades K-3 to develop trust, self-worth, friendship, and caring). Volunteers conduct the programs under the guidance of a volunteer coordinator at each school.
Funding sources: ESSIA—Chapter 1, Drug Free Schools grant, community and business contributions
Contact: Susanna Villers, Student Support Service
Wetzel County Schools
333 Foundry Street
New Martinsville, WV 26575
(304/455-2441)

Parents as Teachers

District: Ohio County
School: Madison Elementary School
School grades served: Pre-K
Collaborating support services: Family Connections, House of the Carpenter
Activities: The program addresses the needs of at-risk preschoolers and their families by working with children 0-3 years old and conducting monthly home visits to participating families. Activities include providing developmental information on children, a monthly group meeting/play group with speakers from the community, social services, and developmental screening.
Funding sources: ESSIA—Chapter 1
Contact: Patricia Pockl, Director of Chapter 1
Ohio County Schools
2203 National Road
Wheeling, WV 26003
(304/243-0300)

Ritchie County Family Resource Network

District: Ritchie County
School grades served: all children and their families
Collaborating support services: Ritchie County Department of Health, WV Department of Health & Human Resources, Western District Guidance Center, Mid-Ohio Valley Health Department, Ritchie County Board of Education, Head Start
Activities: The program promotes the school as community center concept through establishing a health and wellness center in the middle/high school, building a day care center, and providing counseling for at-risk students. Projects are in planning stages.
Funding sources: WV Governor's Cabinet on Children and Families
Contact: Kathy Roberts, Coordinator
Ritchie County Family Resource Network
P.O. Box 216
Harrisville, WV 26362
(304/643-2383)

Health and Basic Needs

If at-risk children receive comprehensive health and social services along with developmentally appropriate instruction, the likelihood of their school success should increase dramatically. When children are healthy and comfortable, they are more able to concentrate on learning. Furthermore, when a whole family's basic needs are met, parents have more time and energy to support their children's learning efforts.

The West Virginia Healthy Schools program, an initiative of the WV Department of Education and WV Bureau of Public Health, funded by the Centers for Disease Control, is designed to develop and strengthen school health programs and improve educational outcomes. The comprehensive school health programs focus on school health education, school health services, school health environment, child nutrition services, physical education, counseling, school/community collaboration, and teacher/staff wellness.

Five school districts are currently involved as pilot projects in the West Virginia Healthy Schools program (Clay, Hardy, Harrison, Ritchie, and Webster counties), and five more have been recently funded (Cabell, Doddridge, Lincoln, Tucker, and Monroe counties). Funding is expected to continue at the current level for

four additional years. At this time, districts are selected to participate from the initial pool of applications.

Harrison County Healthy Schools Program

District: Harrison County
School grades served: K-12
Collaborating support services: Summit Center for Human Development, community health providers
Activities: The program provides a comprehensive and sequential health curriculum taught by classroom teachers using instructional activities for each grade level. Components include nutrition, health-related physical fitness, substance abuse, mental health, coping and decisionmaking skills, accident prevention, first aid, dental health, growth and development, and communication of problems. Health instruction is presented through a wellness approach, providing information to enable students to make wise decisions about their personal health. The program incorporates the Know Your Body curriculum, developed by the American Health Foundation, 320 E. 43rd St., New York, NY 10017 (212/953-1900). Also, many materials are obtained at no cost from health-related organizations.
Funding sources: West Virginia Healthy Schools funds, Benedum Foundation
Contact: Anita E. Manning, Healthy Schools Coordinator
Harrison County Schools
P.O. Box 1370
Clarksburg, WV 26302-1370
304/624-3370

For programs addressing health and basic needs in conjunction with other needs, see the following categories: Academic At Risk (Lewis County High-Risk Summer School Program); Preschool (Head Start/Public School Early Transition Demonstration Project); Self-esteem (Project S.A.I.L.)

Life Skills

The services provided in these programs assist students in developing coping skills and other life skills to prepare them for the adult world. For example, the Bridges Learning Center program offers an intensive educational/therapeutic program for children suffering from alcohol and drug abuse, or who are living in families with drug abuse problems. The Madison General Store involves Chapter 1 children in the activities of running a store to help develop practical and teamwork skills. Conflict Happens and Mediation Prevails (C.H.A.M.P.) focuses on students dealing with conflict in social situations. These programs attempt to improve the academic skills of the participating students as well.

These programs increase self-esteem, school achievement, problem-solving skills, and enthusiasm among participating students. Survey respondents note less drug use and conflict among the students, as well as increased parental involvement in the school.

Bridges Learning Center

District: Ohio and Marshall Counties
School grades served: 9-12
Collaborating support services: Northwood Health Systems
Activities: An intensive education/therapeutic program is provided for children who suffer from substance abuse or live in families with substance-abuse problems. Students attend academic classes, learn to set rules and goals, and participate in group and/or family counseling.
Funding sources: Office of Substance Abuse Prevention (federal grant)
Contact: Thomas Havrilak, Director
Bridges Learning Center
1601 Marshall Street
McMechen, WV 26040
(304/234-3550)

Conflict Happens and Mediation Prevails (C.H.A.M.P.)

District: Wood County
School: Jefferson Elementary School
School grades served: K-6
Collaborating support services: None
Activities: Staff provide fifth and sixth graders with initial and ongoing training to serve as conflict mediators for students having socialization problems. The staff was trained at the Community Mediation Center, 383 A North Main Street, Harrisonburg, VA 22801, 703/434-0059.
Funding sources: Drug Free Schools grant
Contact: Jean Phillips, Home-School Coordinator
Jefferson Elementary School
1103 Plum Street
Parkersburg, WV 26101
(304/420-9554)

Madison General Store

District: Ohio County
School: Madison Elementary School
School grades served: K-5
Collaborating support services: United National North Bank, Wheeling National Bank
Activities: Madison General Store has a West Virginia business license to operate a store. Students work the cash register, wait on customers, count and wrap money, compute taxes and file returns.
Funding sources: West Virginia Education Fund Minigrant, store profits
Contact: Rosemary Anderson, Chapter 1 Math Teacher
Madison Elementary School
91 Zane Street
Wheeling, WV 26003
(304/243-0366)

For another program addressing life skills, see the following category: Academic At Risk (Lewis County High-Risk Summer School Program)

Parenting Skills

Raising children today is becoming increasingly difficult. Educators and other human service professionals "have long recognized the need to provide parents with child-rearing information and support" (Powell, 1990, p. 1).

Many programs have been implemented to assist parents. One example is parent resource centers. The West Virginia Parent/Educator Resource Center Project is an initiative of the West Virginia Department of Education, Office of Special Education. A state team coordinates and promotes the project; provides initial and ongoing training to parent/educator teams staffing the centers; provides technical assistance and support to center operations; and maintains a communication network with all centers. The project receives guidance and direction from an advisory task force comprised of representatives of major state and local agencies, parents, and administrators. These centers are operated at central locations for entire school districts and are largely funded through federal programs aimed at assisting families of disabled or exceptional children. Staff members coordinate several activities, including (but not limited to) a resource library, workshops covering topics of concern to parents, and parent networking.

Other types of parent programs offer parenting skill development training. By providing a focused, quality series of activities, the directors of these projects hope to facilitate a supportive, disciplined home environment for children who are identified as at risk. In these programs, counselors, other professionals, and volunteers teach responsibility, parent-child communication, and assertiveness skills to parents and expectant parents.

PARENT RESOURCE CENTERS

Parent/Educator Resource Center

District: Harrison County
School grades served: Parents of all exceptional children
Collaborating support services: Children's Treatment Center, Appalachia Regional Commission, WV Department of Rehabilitative Services, State Department team, parents, educators
Activities: The program provides direct services in the form of training for parents, teachers, and other service providers; resource management and dissemination of information primarily through fact sheets and a lending library; and facilitation of various task forces and support groups dealing with needs of children with disabilities.
Funding sources: Federal funds through the WV Board of Education
Contact: Ricky San Julian, Supervisor
Student Support Services
Harrison County Board of Education
S. Water Street
Clarksburg, WV 26301
(304/624-3312)

Parent Resource Center

District: Kanawha County
School grades served: Parents of all exceptional children
Collaborating support services: State Department team, parents, educators
Activities: Program staff disseminate information about educational rights and responsibilities, available services, and parent networks; assist individual

parents with problems related to their child's education and refer them to appropriate individuals or agencies; and provide training in special education, surrogate parenting, and other skills.
Funding sources: Federal funds through the WV Board of Education
Contact: Parent Resource Center
Village Annex
200 Elizabeth Street
Charleston, WV 25311
(304/766-0610)

Parent/Educator Resource Training Center

District: Wood County
School grades served: Parents of all exceptional children
Collaborating support services: State Department team, parents, educators
Activities: Program staff assist and facilitate parent-to-parent support groups, train surrogate parents, assist with preschool screening, and maintain a lending library for parents.
Funding sources: Federal funds through the WV Board of Education
Contact: Parent/Educator Resource Training Center of Wood County
1210 13th Street
Parkersburg, WV 26101
(304/420-9590)

PARENTING PROGRAMS

Active Parenting

District: Marshall County
School: Central Elementary School
School grades served: Parents of Chapter 1 students
Collaborating support services: Chapter 1 teachers, parents
Activities: The program offers a series of videotapes and activities developed by Active Parenting Publishers, 810 Franklin Court, Suite B, Marietta, Georgia 30067 (404/429-0565). A program staff member serves as facilitator for modeling, feedback, and encouragement, and then parents apply skills at home.
Funding sources: ESSIA—Chapter 1 funds
Contact: Susan Jones, Chapter 1 Director
Marshall County Schools
2700 Fourth Street
Moundsville, WV 26033
(304/843-4400)

Parenting Groups with Drug Free Years

District: Berkeley County
School grades served: K-5
Collaborating support services: RESA VIII, West Virginia University (WVU) Extension Service, WV Department of Health & Human Resources, probation officers, counselors
Activities: The program teaches parents responsibility, assertiveness, and listening skills in dealing with their children. A direct approach to counseling is facilitated by counselors and probation officers.
Funding sources: Drug Free Schools grant, West Virginia University Extension Service, Eastern Panhandle Mental Health Center
Contact: Taylor Perry, Director of Pupil Services
Berkeley County Schools
401 South Queen Street
Martinsburg, WV 25427
(304/267-3500)

Parenting Workshops

District: Wood County
School: Tavennerville Elementary School
School grades served: Pre-K-6
Collaborating support services: Wood County Parent/Educator Resource Training Center
Activities: The program provides direct assistance to parents with exceptional children and workshops promoting active parent involvement and parent/professional partnerships.
Funding sources: federal grant
Contact: Sharon Linch
Tavennerville Elementary School
2507 Ninth Avenue
Parkersburg, WV 26101
(304/420-9633)

For more programs on parenting skills, see the following categories: Academic At Risk (C.A.R.E.); Dropout Prevention (S.U.C.C.E.E.D.); Family Support (Home Education Learning Partnership); Parent/adult education (Project C.A.P.E.)

Parent/Adult Education

Closely related to programs providing training and information on parenting skills are programs which provide opportunities for parents to broaden their own educational background. Not only do these programs enable parents to increase their self-esteem and job market skills, but children learn to value education from seeing their parents as students. Parents and children become more comfortable in the school setting, and parents are willing to discuss problems with school staff. Furthermore, these parents are more likely to become involved in their children's education both with at-home assistance and school involvement.

In Children and Parents in Education (Project C.A.P.E.), parents are enrolled in Adult Basic Education (A.B.E.) courses and/or are working on their General Education Diploma (G.E.D.), while their preschool youngsters attend their own courses. This is accomplished by offering A.B.E. courses at the Head Start site. Several adults, subsequent to their participation in the program, have enrolled in college or obtained employment, and all of the children were described as performing well in kindergarten screening.

Project Children and Parents in Education (C.A.P.E.)

District: Ohio County
School: Madison and Clay Elementary Schools
School grades served: Pre-K-5
Collaborating support services: Ohio County Department of Human Services, Ohio County Health Department, Florence Crittenton Outreach Services, West Virginia Northern Community College, Adult Basic Education, Family Connections, Northwood Ohio County Family Resource Network, Sexual Assault Help Center, Head Start
Activities: The program was patterned after the Parents and Children in Education (PACE) program in Kentucky, in which preschool is provided for 3-5-year-olds. While children attend preschool, parents work on their General Education Diploma (G.E.D.), Adult Basic Education (A.B.E.) courses, or job skills. Forty-five minutes each day is spent on improving communication between parent and child, effective discipline, and positive parenting.
Funding sources: Federal funding through EVEN START, matching funding from the county school system, social service agencies, Head Start, Adult Basic Education Program, West Virginia Northern Community College, Wider Opportunities for Women program
Contact: Christine Carder, Asst. Principal/Vocational Director
Wheeling Park High School
Park View Road
Wheeling, WV 26003
(304/243-0413)

For more programs on parent/adult education, see the following category: Academic At Risk (C.A.R.E.)

Preschool

The programs described for preschool youngsters are designed to give an extra boost to schooling for disadvantaged boys and girls. The programs can be loosely classified in two ways—outside agencies that provide services to preschoolers, and individual schools that address the need for early intervention before the students enroll in kindergarten.

Outside agencies, such as Head Start, provide special resources for children identified as at risk and their families. With developmental screening and the provision of social and health services, along with preschool and parenting activities, these children are able to make a smooth transition into the school system.

The school-centered programs involve community resources and volunteers. Program coordinators distribute special materials and schedule fun activities and social events for children and their parents. Staff members observed that children are more prepared for kindergarten and eager to start school after participating in these programs.

Birth Start Early Reading Program

District: Gilmer County
School: Troy Elementary School
School grades served: Birth to Pre-K
Collaborating support services: Glenville State College volunteers, community volunteers, parents
Activities: A library provides enrichment materials for children on a check-out basis. The program offers social opportunities and special activities monthly to

encourage a bonding effect between the parents and the school, thereby developing positive parental attitudes toward education and meaningful rapport between parents and school staff. Also, speech and language screening and speech therapy services are provided for preschool children.

Funding sources: WV Department of Education competitive grants for instructional improvement

Contact: Dorothy Rhoades, Principal
Troy Elementary School
General Delivery
Troy, WV 26443
(304/462-8655)

Head Start/Public School Early Childhood Transition Demonstration Project

District: Cabell and Wayne Counties

School grades served: Pre-K and K

Collaborating support services: Southwestern Community Action Council, Marshall University, Cabell County Public Schools, Wayne County Public Schools

Activities: The project eases a child's transition from Head Start into elementary school by providing social and health services for children, staff development for teachers, a parent/staff resource room in each school, and research over a three-year period on children entering kindergarten in 1992.

Funding sources: Federal Head Start Transition funds (three-year project)

Contact: Lynn Bolen, Transition Director
Head Start Transition Project
540 5th Avenue
Huntington, WV 25701
304/525-5151

Pre-Kindergarten Summer Program

District: Marshall County

School: Cameron Elementary School

School grades served: Pre-K

Collaborating support services: Cameron Fire Department, public library, health clinic, community organizations and businesses

Activities: The program provides breakfast, readiness and language development instruction, and community awareness and socialization activities. Parents are requested to participate in pre/post evaluations of their child's social/emotional development and attend two hours of observation/involvement.

Funding sources: ESSIA—Chapter 1 (preschool grant)

Contact: Susan Jones, Chapter 1 Director
Marshall County Schools
2700 Fourth Street
Moundsville, WV 26033
(304/843-4400)

For more programs addressing preschool needs, see the following categories: Family Support (Parents as Teachers); Parent/Adult Education (Project C.A.P.E.)

Self-Esteem

In schools throughout West Virginia, many school-age children develop a myriad of problems stemming from poor self-esteem; thus, concern grows in our schools among educators and others about the future of these at-risk students. Some of the problems identified are the need to improve self-esteem and motivation among elementary and secondary students, develop leadership skills of high school students, provide positive role models, and teach the importance of saying no to drugs and alcohol.

Many programs have been implemented to focus on the enhancement of self-esteem through a variety of activities. Although many of the programs in *Schools as Community Social-Service Centers* do not address self-esteem directly, special assistance and attention given for any reason validate a student's sense of self-worth. In a sense, all the programs fit into the category of self-esteem.

Included in this section are programs which involve both elementary and secondary students who have developed confidence and leadership skills. Survey respondents noted positive feedback from teacher observations and parent comments, indicating that the programs have a definite impact on participating students' self-esteem.

My Buddy

District: Ritchie

School: Cairo Elementary-Middle School

School grades served: K-5

Collaborating support services: Student athletes

Activities: Each Friday, middle school student athletes visit an elementary physical education class to discuss topics such as alcohol and drug abuse or self-esteem with younger children. Videos and group activities are used, also. Following the presentation,

the athletes lead games and socialize with the students. T-shirts and other prizes are given to students for their participation in the program.
Funding sources: State Drug Education grant
Contact: Marsha Knight, Drug Education Coordinator
Cairo Elementary-Middle School
P.O. Box 176
Cairo, WV 26337
(304/628-3600)

The Eagle's Nest

District: Cabell County
School: Barboursville High School
Student grades served: 4-5 and 9-12
Collaborating support services: Davis Creek, Barboursville, and Pea Ridge Elementary Schools; RESA II; Marshall University professor
Activities: High school students prepare activities on such topics as self-esteem, staying in school, responsibility, family relationships, goals, feelings, and self-discipline, and present them to fourth and fifth grade students at elementary schools weekly. The high school students develop leadership skills and provide positive role models for the elementary school students.
Funding sources: West Virginia Steel, 1st Huntington National Bank, 1st State Bank, Cabell County Education Fund, West Virginia Education Fund Schools Ahead-21 Grant, American Legion Post 177, Barboursville Rotary Club, private donations
Contact: Dixie Billheimer, Eagle's Nest Advisor
Barboursville High School
1400 Central Avenue
Barboursville, WV 25504
(304/733-3003)

Project Sail Ahead in Learning (S.A.I.L.)

District: Jackson County
School: Ripley High School
Student grades served: 9-12
Collaborating support services: RESA V, Job Training and Partnership Act (JTPA), churches
Activities: At-risk students are offered tutoring, nurturing, counseling; church groups provide birthday parties and gifts, along with needed items of clothing and food, for each student. Parents are contacted by phone to involve them in the schooling of their children.
Funding sources: JTPA, C & P Telephone, school, churches
Contact: Jenny Staats, At-Risk Coordinator
Ripley High School
School Street
Ripley, WV 25271
(304/372-7355)

For more programs on self-esteem, see the following categories: Academic At Risk (Academic Assistance Program, Community Mentors, Project T.E.A.C.H.); After School Needs (Extended Day Program); Dropout Prevention (K.E.E.P.S., Student Support Team); Substance Abuse Prevention (Get Hooked on Fishing Not Drugs)

Substance-Abuse Prevention

Increased drug use has been recognized as a growing threat to young Americans. Each day newspapers report violent crimes and needless deaths that occur because of drug use. Streets and schools are unsafe, and many children are terrorized by violence related to drug use. Drugs are pushed in schools by peers, and children see classmates killed before their eyes.

Federal Drug Free Schools funding, available through the West Virginia Department of Education, provides for comprehensive drug-abuse awareness, prevention, and rehabilitation programs at schools throughout the state. Curriculum programs, such as Quest and Discover, are available in elementary schools, and the Drug Abuse Resistance Education (D.A.R.E.) program is a 16-week program for fifth and sixth graders. Programs funded for middle and high school students include peer helpers, student assistance programs, awareness assemblies, after-prom parties, and mini teen institutes. Drug Free coordinators in each county assist schools in developing and writing grants for programs individualized according to each school's needs. Many programs involve parents and community members, and address other student problems in addition to substance abuse.

Survey respondents report that the success of substance-abuse awareness and prevention programs at their schools is evidenced in the enjoyment and interest students show in the variety of activities they engage in during and after school.

Get Hooked on Fishing, Not Drugs

District: Ritchie County
School: Creed Collins Elementary School
Student grades served: K-5
Collaborating support services: community volunteers
Activities: Students are involved in a fishing program through instruction, discussions, filmstrips, videos, and hands-on activities. Competitions are conducted also.
Funding sources: individual
Contact: Mitchell Been, Assistant Superintendent
Ritchie County Schools
217 West Main Street
Harrisville, WV 26337
304/643-2991

Student Advisory Council

District: Gilmer County
School: Gilmer County High School
Student grades served: 7-12
Collaborating support services: Youth Advisory Council (assisted by RESA VII and Summit Center for Human Development)
Activities: This program offers teen forums, joint facilitation with the Drug Abuse Resistance Education (DARE) program at elementary schools, skits, audiovisual media presentations, concerts, Red Ribbon Week, Think Before You Drink Week before the prom, speakers, informational handouts, and community involvement. All activities are designed to encourage a drug-free lifestyle.
Funding sources: Drug Free Schools grant, community donations, fundraisers
Contact: Patrick Leggett
Drug Free Schools Coordinator
Gilmer County High School
300 Pine Street
Glenville, WV 26351
(304/462-7960)

For another program on Substance Abuse Prevention, see the following category: Academic At Risk (Lewis County High-Risk Summer School Program)

Substance-Abuse Recovery

The decision to stop using drugs shows that the user has come a long way toward breaking the habit. Drug users who want to quit can find help at drug rehabilitation centers, clinics, and therapy groups. These agencies encourage users to explain their feelings and their problems, without blaming them for their involvement with drugs.

Types of programs range from individual counseling programs to intensive education/therapeutic programs; from programs that involve just the student to those involving the student and family. The programs are designed to help students develop personal goals, self-discipline, and life skills as they take control of their lives. Program coordinators dealing with students recovering from drug and alcohol abuse (either personally or in their families) report that a majority of the students decreased or discontinued their substance abuse behavior and improved in academics and behavior.

For programs on Substance-Abuse Recovery, see the following categories: Counseling (Student Assistance Program); Life Skills (Bridges Learning Center)

Teen Parenting/ Pregnancy

Recent research reports that the number of teenage pregnancies has increased dramatically over the last decade. The National Commission on Children in *Beyond Rhetoric* (1991) reports:

> Each year, over 1 million girls under age 20 become pregnant and almost half give birth. Roughly one-fifth of teenage girls will have one or more babies, and one-fifth will have at least one abortion by age 20. In general, teenage mothers are less likely to complete high school and more likely to set themselves and their children on a course of long-term economic dependence than are young women who delay child-bearing until their twenties. (p. 224)

From these alarming facts, it is clear that teenage pregnancy and teen parenting skills should be addressed in schools.

The WV Department of Education recognizes the

need for programs on teen pregnancy and parenting. It requires that parenting skills be offered in all high schools through the home economics department to show students how to care for children and to stop the cycle of child abuse among teenage parents.

Additional programs in the schools have been implemented to address these problems among teenagers. One program, created through an assessment of high schools in Jackson County, provides information, recruitment, personal counseling, support groups, services, child care, transportation, training in life and parenting skills, and outreach to teen parents. Another program provides a day care program at a high school to give teen parents support and to aid with child care so that they can stay in school.

The programs' successes are demonstrated by the number of teen parents who continue and complete their education, knowing their children are well cared for. The teen parents and expectant parents have received much-needed support and parenting skills.

Teen Learning Center Day Care Program

District: Ohio County
School: Wheeling Park High School
Student grades served: 9-12
Collaborating support services: Florence Crittenton Outreach and Day Care, Ohio County Department of Human Services
Activities: Onsite day care facilities are provided for children of teen parents at the high school; a parttime instructor links students with agencies; a family-living specialist counsels and works with students three days per week; and school counselors work to keep pregnant teens and teen parents in school and make them aware of available services.
Funding sources: WV Department of Health & Human Resources, Sex Equity grant
Contact: Christine Carder, Assistant Principal/Vocational Director
Wheeling Park High School
Park View Road
Wheeling, WV 26003
(304/243-0413)

Teen Parent Program

District: Jackson County
School grades served: 9-12
Collaborating support services: Jackson County Health Department, WV Department of Human Services, Jackson County Housing Authority, Early Intervention, Adolescent Pregnancy Task Force, school nurses, Jackson County Interagency Council, Jackson County Action Youth Care, Jackson General Hospital, Western District Guidance Clinic, Kiddy Korner
Activities: The program provides early intervention with discussions of sexual responsibilities; linkages with teachers, counselors, school principals, and midwives; contact with day care personnel; panel discussions with teen parents; personal and career counseling; meetings between teen parents and day care social workers; home and hospital visits; support services, such as child care and transportation; training in life skills; and parenting information.
Funding sources: Sex Equity grant
Contact: Mari Hash, Teen Parent Teacher
Jackson County Schools
School Street
Ripley, WV 25239
(304/372-7300)

Teen Parenting

District: Lewis County
School: Lewis County High School
School grades served: 9-12
Collaborating support services: Summit Center for Human Development, Lewis County Department of Human Services, Lewis County Health Department
Activities: Pre- and postnatal care, nutrition, and funding for school attendance are provided for teen parents.
Funding sources: Vocational grant
Contact: Larry McNeely
Substance-Abuse Prevention Coordinator
Lewis County High School
358 Court Avenue
Weston, WV 26452
(304/269-8300)

For another program on Teen Parenting, see the following category: Dropout Prevention (Student Support Team)

Study Group Member Reflections and Recommendations

After ten months of reading related literature, gathering data, conducting interviews, synthesizing information, and organizing *Schools as Community Social-Service Centers*, WVEA-AEL study group members have developed insightful perspectives on school-linked services. Included in this section are comments recorded during a conference call in which each study group member discussed knowledge gained during the project.

Problems

- Survey responses attest both to the widespread existence of at-risk children and families, and to school-based efforts to address their problems. Legislators need to be made more aware of both situations.

- Due to the breakdown of the family and increased class sizes, the number of at-risk students will increase. The problems will not disappear on their own.

- Consolidation works against the school as community social-service center concept. Schools have difficulty maintaining communication with families who live far away from the school, and many families are unable to be involved at a school site located beyond their neighborhood.

- School/social-service collaboration requires much time and effort. Volunteers and school personnel frequently are unable to sustain their commitment. Resistance to change among school staff, parents, students, and health and social-service providers also hampers program progress, particularly when staff are expected to perform continually beyond their expected duties.

- Limited and short-term funding interfere with program continuity, reducing partnerships to projects, rather than ongoing efforts to address ongoing problems.

- Many school-linked services tend to be fragmented, with each program addressing a particular problem or grade level. Often, only students identified with a certain type of difficulty are eligible to participate in a program. Unfortunately, problems are not so easily categorized. Programs with a limited focus are like isolated pieces of a jigsaw puzzle that no one can make into a whole picture.

- Many problems are addressed at the crisis stage, not the prevention or early intervention stage. Addressing teen sexual behavior in high school, for example, is too late; values and self-concepts that determine behavior are established at very early ages.

- With the increase in the number and range of problems of at-risk students, teachers often feel overwhelmed and unprepared to deal with complex health and social problems. Most teacher preparation programs focus only on academic instruction.

School and District Level Recommendations

- Schools and districts need to maintain high visibility with their school/social-service partnerships in order to gain support from the community and to make legislators aware of efforts to address the problems of children and families.

- The role of schools should be redefined as the locus of child and family support mechanisms in a community. Schools should provide a welcoming atmosphere to connect children and families with educators, health and social-service providers, and community volunteers.

- Health and social-service provision should be incorporated into the mission of the whole school in order for isolated programs to fit together like jigsaw pieces into a unified composition. That is, all school staff, parents, students, and health and social-service providers should be integrally involved in providing comprehensive services, each knowing what services and programs are available throughout the school.

- Schools and districts should focus more on early intervention and prevention to avoid the extra time, effort, and cost required to deal with problems that become more complex and severe over time.

- Staff development should be provided for educators to learn how to handle effectively health and social problems students bring to the school. In addition, staff development should include familiarizing school personnel with health and social-service agency operations, as well as familiarizing agency personnel involved in programs with school operations.

- School/social-service program coordinators should periodically evaluate their programs, developing quantitative and longitudinal data to measure program success. This data will assist with improving program operations and provide updates on a program's progress for parents, school staff, and community members. Also, legislators and policymakers promoting schools as community social-service centers need concrete evaluative data to justify support for these programs.

- With limited funds an economic reality, school districts should revive the concept of district education foundations. Independent dollars may be donated to these foundations, providing a resource for both schools and community organizations to develop programs that offer services to children and families.

- Schools interested in developing school/social-service partnerships should examine model programs, either those described in *Schools as Community Social-Service Centers* or from other sources, to avoid having to reinvent the wheel. Also, schools should share these models with agencies, businesses, community organizations and individuals to reinforce the notion that health and social-service provision should be a community effort. Schools should involve as many members of the community as possible in their efforts to provide school-linked services.

- As part of the planning process, program developers should research community needs, perhaps through a needs assessment survey, and examine services and programs already in existence to avoid duplication.

- Program developers for school-initiated health and social-service partnerships should explore the possibility of sharing funding responsibilities with collaborating agencies.

Policy Level Recommendations

- As policymakers become aware of the widespread existence of health and social problems in schools, they need to include funding in the budget for institutionalizing school-linked services. Further, since at-risk programming is mandated for accreditation, funding should be provided to implement these programs, and

funded programs should not be the first to fall victim to budget cuts. Add-on programs staffed by volunteers and educators expected to work additional hours are not workable or long-term solutions for addressing the problems of at-risk students.

- Funding priority should be given to early intervention programs and prevention programs. This is a cost-effective strategy for avoiding the higher cost of crisis intervention.
- The increasing number of at-risk students in schools has implications for teacher education programs. Not only should preservice teachers be trained to handle the types of health and social problems encountered among students, inservice teachers should be provided similar training through professional and staff development programs. Also, teacher certification and/or program accreditation regulations should require field experiences with at-risk children and intervention programs.
- Policymakers should consider retaining the community school concept. The sacrifice in community support and access resulting from consolidation may outweigh the cost advantages.
- Policymakers should re-examine standard bureaucratic operating procedures of schools and health and social-service institutions that interfere with effective, comprehensive, and integrated service delivery. Large case loads and class sizes, categorical funding, inflexible mandates and regulations, and complex bureaucratic procedures undermine the success of many well-intentioned and innovative programs.

Overall, WVEA-AEL study group members feel that schools have made great strides in addressing the needs of children and families. Moreover, study group research reveals that many schools, both in West Virginia and the nation, have opened their doors to families in need and community agencies, organizations, and volunteers wishing to assist. These schools are actively promoting the school as community social-service center concept, and their initiatives have been met with much enthusiasm and support.

Interagency and interinstitution collaboration is for the most part still in a formative stage, featuring many projects of limited duration and outreach. Yet program developers must be commended for their effort and resourcefulness in establishing partnerships at whatever level they are able. Through these pioneering efforts in collaboration, important operational strategies are developed. In addition, these programs increase awareness among schools, agencies, businesses, civic organizations, and legislative groups of the multidimensional and interrelated nature of health and social problems. In time, the project-oriented initiatives developed and implemented by one or two institutions should give way to more systemic programs involving whole communities. These programs should eventually be funded by regular budget allocations, as policymakers realize the vital roles of interagency collaboration.

Several programs identified in "The School as a Community Center" survey have achieved high levels of community involvement. The West Virginia Governor's Cabinet's Family Resource Networks, for example, are communitywide efforts to address the needs of children and families. These programs, still in early stages of implementation, model the ideal of involving a whole community in a total support system.

School-linked health and social-service programs provide new avenues for efficiently and comprehensively meeting the basic needs of students and families. Even though these efforts are often hampered by major obstacles and problems, collaborating partners should keep in mind a vision in which a whole community nurtures educated, healthy, well-adjusted children and families. This vision will guide program developers, when expansion is feasible, toward establishing their school as a community social-service center. As a result, the community will benefit from having a central locale for service and information provision related to social and health needs, and the school will benefit from the expertise and involvement of community agencies, organizations, and individuals in a "whole village" initiative.

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National Organizations

Information resources and support groups abound nationwide for educators, social workers, parents, and policymakers to network and become fully aware of the potential in comprehensive and integrated services for children. This section includes a partial listing of organizations and centers that research topics focusing on social-service collaborations for children at risk and/or that provide technical assistance to those wishing to offer such services. Many publications are available from these organizations to stimulate, guide, and actively support service integration efforts.

Center for Community Action Education
Rutgers University
73 Easton Avenue
New Brunswick, NJ 08903
908/932-8636

Center for the Future of Children
The David and Lucile Packard Foundation
300 Second Street, Suite 102
Los Altos, CA 94022
415/948-3696

Center for the Learning and Teaching of Elementary Subjects
Michigan State University
College of Education
East Lansing, MI 48824
517/353-6470

Center for Research on Effective Schooling for Disadvantaged Students
Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218
410/516-0370

Center for the Study of Social Policy
1250 I Street, NW, Suite 503
Washington, DC 20005
202/371-1565

Center on Effective Services for Children
P.O. Box 27412
Washington, DC 20038-7412
202/785-9524

Center on Families, Communities, Schools and Children's Learning
Boston University
605 Commonwealth Avenue
Boston, MA 02215
615/353-3309

Children's Defense Fund
Education Division
122 C Street, NW
Washington, DC 20005
202/393-8159

Family Resource Coalition
200 South Michigan Avenue, Suite 1520
Chicago, IL 60604
312/341-0900

Institute for Educational Leadership
1001 Connecticut Avenue, NW, Suite 310
Washington, DC 20036
202/822-8405

Joining Forces
400 North Capitol Street, Suite 379
Washington, DC 20001
202/393-8159

National Assembly of National Voluntary Health and Social Welfare Organizations

1319 F Street, NW, Suite 601
Washington, DC 20004
202/347-2080

National Association of State Boards of Education
1012 Cameron Street
Alexandria, VA 22314
703/684-4000

National Center for Children in Poverty
154 Haven Avenue
New York, NY 10032
212/927-8793

National Center for Service Integration
5111 Leesburg Pike, Suite 702
Falls Church, VA 22041
703/824-6208

National Commission on Children
1111 Eighteenth Street, NW, Suite 810
Washington, DC 20036
202/254-3800

National Committee for Citizens in Education
900 2nd Street, NE, #8
Washington, DC 20002-3557
301/997-9300

National Education Association
1201 Sixteenth Street, NW
Washington, DC 20036
202/833-4000

National Foundation for the Improvement of Education
1201 16th Street, NW
Washington, DC 20036
202/822-7840

National Research Center on Education in the Inner Cities
Temple University
933 Ritter Hall Annex
13th Street and Cecil B. Moore Avenue
Philadelphia, PA 19122
215/787-3001

National Resource Center on Community-Based Service Integration
U.S. Department of Health & Human Services
200 Independence Avenue, SW, Room 410E
Washington, DC 20201
202/245-7507

Office of Educational Research and Improvement
Programs for the Improvement of Practice
555 New Jersey Avenue, NW
Washington, DC 20208
202/219-2116 (Educational Partnerships and Regional Educational Laboratories)

Parent Education Advocacy Training Center
228 S. Pitt Street, Suite 300
Alexandria, VA 22314
703/836-2953

United Way of America
701 N. Fairfax St.
Alexandria, VA 22314
703/836-7100

West Virginia Publications and Databases
(Annotated)

The following publications and databases are a partial listing of information available on children's issues, program funding, and services available in West Virginia.

Family Matters Information and Referral Project
A statewide database maintained by the West Virginia Library Commission, funded by the Governor's Cabinet on Children and Families and the Department of Health and Human Resources. Provides comprehensive, up-to-date information on services available to children and families in WV, including information on education/training, family support, health services, housing/shelter, food/clothing. To access database using a modem, contact Chab Guthrie, Family Matters Database Manager, West Virginia Library Commission—Reference Services, Cultural Center, 1900 Kanawha Boulevard East, Charleston, WV 25305-0620; or by phone at 1-800/642-9021 (Press "4" after connection is made, or at 558-2045 in Charleston. The toll-free phone line for resource information is 1-800/734-2319.

Governor's Cabinet on Children and Families. (1991). *West Virginia Family Resource Networks*

guide for planning. (Available from the Governor's Cabinet on Children and Families, Two Players Club Drive, Charleston, WV 25311, or by phone 304/558-0600).

Provides an applicant's guide for Family Resource Network Grants as established by the Governor's Cabinet on Children and Families; describes the Family Resource Network philosophy and strategies for planning an application.

Governor's Cabinet on Children and Families. (1992). *Status of children and families in West Virginia*. (Executive summary available from the Governor's Cabinet on Children and Families, Two Players Club Drive, Charleston, WV 25311, or by phone 304/558-0600. Full report available in the main library of each WV county).

Provides baseline status of West Virginia children and families, an estimate of financial resources devoted to children and families, and descriptions of major programs available to address their needs.

Kanawha County Public Library. (1987). *West Virginia foundation directory*. (Available for reference use or purchase from the Kanawha County Public Library, 123 Capitol Street, Charleston, WV 25301, or by phone 304/343-4646. Also available at many public libraries throughout West Virginia).

Provides information on funding sources from foundations in West Virginia.

Regional Alcohol and Drug Awareness Resource (RADAR) Network

A state alcohol and drug abuse clearinghouse that provides information and materials in bulk quantities free of charge to requesters. For more information contact Allison Amick, West Virginia Library Commission, Cultural Center, WV 25305, or by phone 304/558-4028 and 800/642-9021 (toll-free).

Smith, R. R. (1991). *Opening doors for you in your community*. (Available at various community service and mental health organizations through the Kanawha Valley. Available also from Robert R. Smith, Counseling Program, West Virginia Graduate College, P.O. Box 1003, Institute, West Virginia 25112, 304/766-1925).

Contains addresses and phone numbers of agencies that help people find assistance in obtaining a job, or finding food, clothing, or money for emergencies in the Kanawha County area. The development of the booklet and its recent updating was an initiative of students in Smith's "Community Program Development and Intervention" class.

West Virginia Child Care Association. (1992). *1992 Directory of agencies serving the child, youth & family in West Virginia*. (Available from the West Virginia Child Care Association, One United Way Square, Charleston, WV 25301-1098.)

Lists agency-specific information to assist with matching youths in need with the most appropriate residential care, family-based care, or home interventions available.

West Virginia Education Fund. (1991). *Teachers' link to community resources*. (Available from the West Virginia Education Fund, 1126 Kanawha Valley Building, Charleston, WV 25301, or by phone 304/342-7850).

Profiles more than 500 companies and organizations with educational services and resources available to schools, including contact names.

West Virginia Human Resources Association. (1993). *Uncovering the myths and facts about welfare recipients*. (Available from the West Virginia Human Resources Association, P.O. Box 5265, Charleston, WV 25361-0265 or by phone 304/342-0749. Copies will also be available at local public libraries.)

Clarifies misconceptions and presents facts about Aid to Families with Dependent Children (AFDC) families in West Virginia with the intention to provide constructive focus on problems faced by welfare recipients and on policies that will improve the lives of West Virginia families living in poverty.

West Virginia Human Resources Association, & West Virginia Task Force on Children, Youth & Families. (1993). *West Virginia Kids Count.* (Available from the West Virginia Human Resources Association, P.O. Box 5265, Charleston, WV 25361-0265 or by phone 304/342-0749; or the West Virginia Task Force on Children, Youth & Families, Atlas Building, Suite 313, 1031 Quarrier Street, Charleston, WV 25301 or by phone 800/834-8323 (304/345-2101 in Charleston. Copies will also be available at local public libraries.)

Includes statistical and demographic facts that identify at the county and state level the conditions that make West Virginia's children at risk. Also provides national data.

West Virginia Humanities Council. (1992). *A teacher's guide to grants & programs.* (Available from the West Virginia Humanities Council, Suite 800, The Union Building, 723 Kanawha Boulevard East, Charleston, WV 25301, or by phone 304/346-8500).

Provides information on grants and programs for public school educators from the WV Humanities Council, West Virginia Education Fund, and The Arts and Humanities Section of the Division of Culture and History.

West Virginia Microcomputer Educational Network. A statewide toll-free educational network maintained by the West Virginia State Department of Education with information on grants and funding sources, job opportunities, and issues in education. Accessible by modem and computer using standard telecommunications software, such as Procomm Plus. Dial 1-800/642-1982.

West Virginia Task Force on Children, Youth & Families. *Families first.* (Available from the West Virginia Task Force on Children, Youth & Families, Atlas Building, Suite 313, 1031 Quarrier Street, Charleston, WV 25301, or by phone 800/834-8323 or 345-2101 in Charleston.)

Provides information in a quarterly newsletter format on issues concerning children, youth, and families in West Virginia, and profiles activities of the Task Force.

West Virginia Task Force on Children, Youth and Families.

(1992). *West Virginia businesses and children's programs.* (Available from the West Virginia Task Force on Children, Youth, and Families, 1031 Quarrier Street, Suite 313, Atlas Building, Charleston, WV 25301, 304/345-2101).

Reports on activities of major corporations in West Virginia benefiting the lives of children and families.

West Virginia Organizations

Included in this section is a partial listing of groups that provide services and advocacy, work with policymakers, create awareness, and network among various organizations on issues related to children's needs in West Virginia. These organizations also provide information and technical assistance to those wishing to address the needs of children and families.

Appalachia Educational Laboratory
P.O. Box 1348
Charleston, WV 25325
800/624-9120, 304/347-0400 in Charleston

Provides information on educational issues, including school-linked services. Maintains the "West Virginia School as Community Social-Service Center Programs and Resources" database. Educators, health and social-service providers, and policymakers are invited to utilize and contribute information to the database.

Children's Home Society
P.O. Box 2942
Charleston, WV 25330
304/346-0795

Operates child welfare programs throughout the state, including an adoption program for homeless children; an adoption program for special needs children; a program addressing medical and social needs for high-risk mothers and infants; Child Protective Services for investigating child abuse and neglect complaints, and arranging counseling to prevent further abuse and emergency placement of children who must be removed from their homes; a recruitment and train-

ing program for community volunteers to augment services of Child Protective Service workers; emergency shelter care; and home-based services to families.

Children's Policy Institute
1205 Quarrier Street, Lower Level
Charleston, WV 25301
304/344-3870

Serves as an advocate for children's needs through work with the legislature, networking among organizations, and research. The Children's Policy Institute will also provide information and technical assistance on children's issues. Its current initiative is working with school improvement councils to help establish schools as community centers.

Governor's Cabinet on Children and Families
Two Player's Club Drive
Charleston, WV 25311
304/558-0600

Works to "enhance the ability of families to protect, nurture, educate, and support the development of their children so that each child's full potential is achieved." The Cabinet uses its leadership and resources "to assure the design and implementation of a delivery system built upon respect for the integrity of the family and the belief in the family to nurture and provide for their children" (Excerpted from the mission statement adopted January 30, 1991).

The Cabinet's Family Resource Networks are the primary vehicle to meet the Cabinet's goal of establishing a service delivery system that promotes family health and well-being through a community-based initiative.

The Governor's Cabinet also sponsors the Family Matters Information and Referral Project to make available to the public information on services for families and children (see West Virginia publications and databases section).

In addition, the Children's Trust Fund is an initiative of the Governor's Cabinet that awards grants of up to $5,000 to combat child abuse and neglect in West Virginia.

Governor's Drug-Free Communities
Criminal Justice and Highway Safety Office
West Virginia Development Office
1204 Kanawha Boulevard, East
Charleston, WV 25301

Provides funds for community-based programs or coordinated services that are designed for high-risk youths, including programs that use strategies to improve skills of such youths as vocational and educational counseling and job skills training, giving priority to assisting community action agencies, community-based organizations, parent groups, and other community groups capable of providing services. Grants are awarded also to private nonprofit organizations to develop new strategies to communicate anti-drug abuse messages to youths.

Regional Education Service Agencies (RESA)
Multi-county service agencies that provide supplemental cost-effective services in the areas of administration, curriculum, media, and instructional support. Programs and resources include: adult basic education, psychological services, special education, information resources, and technological resources and assistance. RESAs also serve as liaisons between service providers and the West Virginia Department of Education concerning Medicaid eligibility and reimbursements for students. RESAs work with counties and schools with staff development programs tailored to regional staff needs. RESA staff also provide information and technical assistance on grant writing.

Southeast Regional Center for Drug-Free Schools and Communities (SERC)
Spencerian Office Plaza
University of Louisville
Louisville, KY 40292
502/588-0052
800/621-SERC (toll free)

Area Field Coordinator's Office:
2nd Floor
1204 Kanawha Boulevard, East
Charleston, WV 25301
304/345-1766

Supports the prevention of alcohol and other drug use among youth through facilitating school-community cooperation by building and supporting planning and action teams; assisting state educational agencies in coordinating and strength-

ening alcohol and other drug education and prevention programming; assisting colleges and universities and local education agencies in developing and implementing training programs for educational personnel; and evaluating and disseminating information on alcohol and other drug education and prevention strategies. SERC is one of five regional centers in a national network established by the U.S. Department of Education through the Drug-Free Schools and Communities Act of 1986.

West Virginia Child Care Association
P.O. Box 3403
Charleston, West Virginia 25334-3403
304/340-3611

Develops and provides advocacy, training, and information services for member agencies; publishes a directory of providers (see West Virginia publications and databases section).

West Virginia Coalition on Food and Nutrition
401 Maple Avenue
Moorefield, WV 26836
304/538-7711

Works to promote an adequate and nutritional diet for the optimal health and well-being of all West Virginians through assisting with state department of education summer food service programs, legislative advocacy on issues related to nutrition, increasing outreach for food stamps, and developing materials on the wise use of food stamps.

West Virginia Department of Health and Human Resources
State Capitol Complex
Building 6, Room 617
Charleston, WV 25305
304/558-2400

Provides information on services and resources available in West Virginia and information on federal and state programs and funding sources that may relate to school-linked services.

West Virginia Department of Health and Human Resources Community Development Specialists for Substance-Abuse Prevention (CDSSAP)
Provide technical assistance and grant writing help for schools and communities to develop substance abuse prevention programs. Individuals should contact one of the following mental health centers in their region.

Appalachian Mental Health Center, Inc.
725 Yokum Street
P.O. Box 1170
Elkins, WV 26241
304/636-3232

Eastern Panhandle Mental Health Center, Inc.
235 South Water Street
P.O. Box 1306
Martinsburg, WV 25401
304/263-8954

Fayette-Monroe-Raleigh-Summers Mental Health Council, Inc.
101 South Eisenhower Drive
Beckley, WV 25801
304/256-7100

Hancock-Brooke Mental Health Service
501 Colliers Way
Weirton, WV 26062
304/723-5440

Logan-Mingo Area Mental Health, Inc.
P.O. Box 176
Logan, WV 25601
304/792-7130

Mercer-McDowell-Wyoming Mental Health Council, Inc.
12th Street Extension
Princeton, WV 24740
304/425-9541

Northwood Health Systems, Inc.
1601 Marshall Street
McMechen, WV 26040
304/234-3550

Potomac Highlands Mental Health Guild, Inc.
112 1/2 Beans Lane
Moorefield, WV 26836
304/538-2302

Prestera Center for Mental Health Services
P.O. Box 8069
Huntington, WV 25705
304/525-7851

APPENDICES

Appendix A

The School as a Community Center Survey
WVEA and AEL 1992 Study Group

The West Virginia Education Association and the Appalachia Educational Laboratory recognize that many of the problems in schools are related to the problems that children bring to school: poor nutrition, unstable family connections, abuse and neglect, inadequate housing, and other survival concerns. While programs in schools can help students learn methods to compensate for problems at home, they can rarely solve the difficulties that disadvantage these children. A WVEA-AEL study group of educators is investigating the integration of school and social services and plans to publish a guide to such programs throughout the state. Your responses to the following questions for any program in your school that assists at-risk students and their families, has school-linked social services, and has evaluated program effectiveness would greatly assist.

I. School and Program Demographics

Program Name_____
School Name_____
School Address_____
School Phone_____
District Name_____
Grades in School_____ School Enrollment_____

Person Completing this Form and Title_____
Program Contact Person and Title_____
Phone (School or Office)_____

School Community Served (Circle one). Rural Suburban Urban
School Racial/Ethnic Composition (Please provide percentages).
Afro-American_____ Asian-Pacific Islanders_____
Hispanic_____ White, Caucasian_____
Other_____

II. Program/Project Description

1. Names of External Agencies, Organizations, or Others Involved:_____

2. Number of Participants or Clients Annually Served:
Students_____ Parents_____ or Families_____
Other, please specify_____

3. Number of Staff or Service Providers:
School Staff_____ Central Office Staff_____
Social Service Agency Staff_____
Volunteers_____ Other, please specify_____

4. Program/Project Goals or Objectives (Please check all that apply and describe any others).

_____to provide for basic needs (clothing, food, shelter, health care, etc.) to children or families

_____to provide psychological/emotional counselling

_____to decrease substance abuse and/or assist abusers

_____to prevent/reduce the incidence of child abuse/neglect

_____to keep pregnant students/parents in school

_____to enhance parenting skills

_____to provide assistance to at-risk pre-K children

_____to improve academic performance

_____to increase child/parent self-esteem

_____to build student self-discipline

_____to broaden student experience

_____to provide vocational/career counselling/experiences

_____to improve parent involvement

_____to increase school/social-service agency collaboration

_____to meet federal requirements/receive federal funds

_____Other, please describe_____

5. Explain how the program was created. How were goals identified or adopted? Who initiated activities?

6. Briefly describe program activities, strategies, or methods used.

7. Describe service providers and clients. Who (schools and/or social-service agencies) provides service to whom?

8. Identify sources of funding.

9. Explain how students or families are selected to receive services or otherwise become involved.

10. In what school year did the program begin operations?_____
Is the program/project in operation in 1992-93?

11. Has the program/project met its goal and objectives? How do you know? How is effectiveness measured?

12. What have been the greatest accomplishments of the program/project? Describe what program staff are most proud of and any impact the project/program has had on staff, students, or families.

13. What are the major obstacles facing school/social-service agency collaboration?

14. If you were advising another school staff or agency forming a partnership to serve children and families, what recommendations would you provide?

15. Please provide (with his or her permission) the name, address, and telephone number of an adult served by/connected with the program (not staff). We will contact this client (and the program contact person) for a brief telephone interview about the program.

Name _____
Address _____
Phone (home or office--circle one) _____

Thank you for responding. Please send survey in enclosed envelope to Diana Wohl at AEL by December 11, 1992. The study group's guide to selected programs will be available from WVEA and AEL in late 1992. All contributors will receive a copy.

Appendix B

WEST VIRGINIA STUDY GROUP PROJECT
SCHOOL AS COMMUNITY CENTER

PHONE SURVEY FOR RESOURCES/FUNDS AVAILABLE

Agency/Organization:_____
Address:_____
Phone:_____

Contact made by:_____

Introduce study group project: WVEA and AEL study group of educators developing a guide to school/social-service partnerships in WV; will be disseminated primarily among educators in WV; will serve as a resource guide for programs available, but will also serve as a guide to assist schools in developing/improving their own programs.

One section will be on funds and technical assistance available. We would like to make it as comprehensive and useful as possible.

1. Would your agency/organization like to be included?

2. What would you like for the guide to include on funds/resources/technical assistance your agency/organization has available? (Maybe ask, "If someone from a school called you for funds or assistance in setting up a dropout prevention program, for example, what would you tell that person?")

3. Who should be listed as a contact in the guide to provide further information on funds/resources?

   Name:_____
   Address:_____
   _____
   _____
   Phone:_____

We would like for you to approve the information we plan to include as we prepare a draft of the guide in February. To whom may we FAX this information? (Use your own discretion as to how important it is for your contact to review a draft of his/her agency's inclusion.)

Name:_____ FAX #:_____